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NEW YORK AND CHICAGO.

VOL. XXXIX-XL.—NO. 10.  
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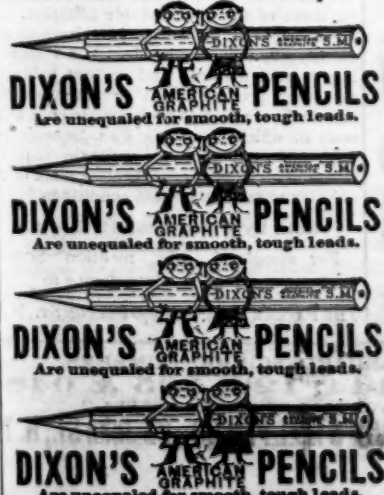
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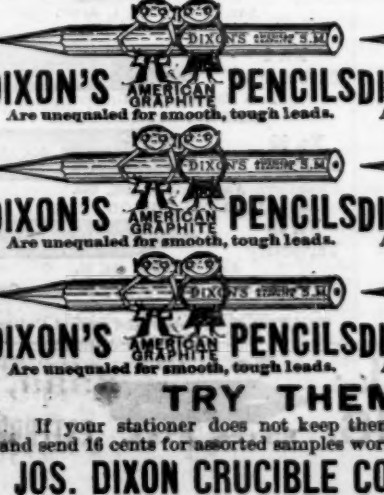
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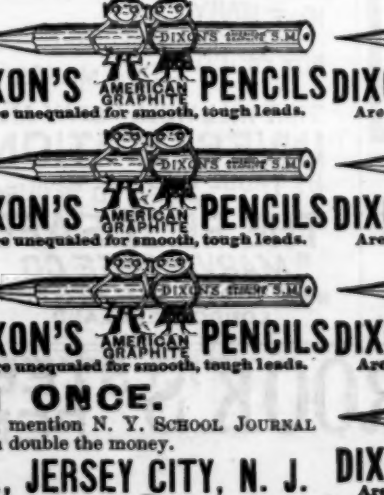
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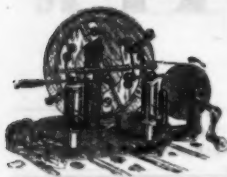
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IT has been decided by the house of representatives to hold the World's Fair in Chicago in 1892. We think New York would have been a better place, but there are many reasons why Chicago will be a very favorable point. We hope there will be a fine building for an educational exhibit.

IN our statement last week of states and cities represented at the late meeting of the department of superintendence in this city, we omitted Pennsylvania and Philadelphia! How we could have done so when we noticed Supt. McAlister again and again, alertly watching the proceedings, and heard him debate a number of points very interestingly, can hardly be explained. Pennsylvania was represented by Prof. Lyte, of the Millersville school, an old friend, as well as by several others. We correct our omission—Pennsylvania and Philadelphia were well represented.

THE Times of this city is opposed to the Blair bill. It declares that the bill offers a premium on the neglect of schools. Where a state now spends less than it ought, and less than it can afford to spend, it could cut down its own expenditures by the amount of the Federal aid and still have as much money as it had before. To suppose that in order to get more it would spend more is to assume that it is not spending all that it could now, which it should be obliged to do, if possible. Moreover, it is a perfectly well-established fact that communities,

like individuals, are demoralized by the free use of other people's money for their own needs, that they are made indifferent to the things thus got, and that the money given them is sure to be wasted and apt to be stolen. This is really the chief, and ought to be a conclusive, argument against the bill. The more intelligent public men of the South reject with indignation and disgust the charity offered. Education is a good thing, but like most of the good things in human life, it must be earned or it will not be worth much. The scheme of national aid is due chiefly to the crude and mischievous notions of the cranks of which Senator Blair is *facile princeps*.

THE World of this city says concerning the meeting of the school superintendents last week:

"The fact that the convention of school superintendents, recently in session in this city, adopted resolutions favoring federal aid to education indicates the serious need we have of educating our educators.

"These men are professionally employed by the states to train our youth to citizenship. A chief part of their duty should be to impress upon young minds a clear conception of the system of government under which we live, of the principles that underlie it, of the relations between the national and state governments, and of the necessity of confining each to its proper sphere of activity.

"Yet so ill-equipped are the superintendents for their work, apparently, that they seem blind to all these distinctions, and as officers of the states put themselves on record as favoring a peculiarly ill-advised invasion of state functions by the federal government.

"A course of simple lectures on the Constitution and the functions of government, would do the superintendents a world of good."

The attempt of the superintendents to express their interest in the education of the illiterate young people of this country, does not meet with the favor of the World. The words we have quoted will remind our superintendents of the objections of people in some of the country districts where they have taught in years gone by. In one district it was said the plan of having two sit at a desk instead of having a long bench was a bad one; so it was not to have water passed around twice a day; so having two out-houses has been objected to; so of having decent, roomy school-houses.

The national government can give fifteen millions or less to the states to spend for educational purposes if it chooses. It has given land. New York state received a good deal of money which it used for educational purposes. And it is very curious that this unconstitutional bill has passed the senate once, if not twice. Let the World see that the senate has "a course of simple lectures."

One thing is clear, the United States set free five millions of negroes who could not read or write; it ought to spend a good deal of money to lift them out of their dense ignorance. To cast it all on the whites is not just. There are a good many who can show why this state of ignorance cannot be removed without breaking the Constitution. If the Constitution is ever broken it will be by the ignorance the superintendents would remove by spending some of the many millions now lying useless and idle in the treasury.

THE double number of the Pennsylvania School Journal is entirely taken up with notices of that excellent man, Dr. E. E. Higbee, the late state superintendent of schools. In reading the number, one feels that the teachers belong to a worthy class of beings, and one approves of the attempt to rescue their names from oblivion. There has been too little of effort in this direction; possibly the excuse will be that there is no coherent body to act in the matter.

Take New York state, for example; consider the

noble men who have stood at the helm of the educational ship, and who have passed away. Look around for memorials by their survivors, and you will find nothing except, possibly, in the reports of the meetings of the state associations. These have no permanency; they are ephemeral in character. Think of Page and Woolworth, J. Dorman Steele, Johnnot, De Graff, Bulkley, Davies, Valentine, Barker, Danforth, Mears, Armstrong, Waterbury, Pratt, and if you look for some permanent memorials you will be disappointed.

But a day of new things has set in, in New York state. Perhaps our suggestion, that a memorial chamber be appropriated in the capitol, will yet be taken up.

This matter came before the state association and a volume was prepared by H. N. Kirk, in which are notices of the founders of and laborers in the common schools of the state.

WHAT sort of an outfit has the teacher? What has he to return to as he leaves the school-room? In a little town in New Jersey, chance made it possible to visit the principal of the school. His salary was \$60 per month, but his room looked like the workshop of a live literary man. There was an unabridged dictionary, a cyclopedia in three volumes, several histories, some bound volumes of Harper's Magazine copies of THE SCHOOL JOURNAL, neatly filed, Shakespeare in one volume, and several other great poets. It was an attractive point to return to.

Can one who is not "in touch" with the mind of the world in general, read the mind of a school-room? We think not. Who is a teacher? One who furnishes occasions for and stimulates mental development. To perform this office, the teacher must have had occasions for development furnished him; he must have been stimulated. These occasions and this stimulation will come generally from books. No mistake is greater (and it is often made) than that of relying on the knowledge the teacher got in the school he attended. His pupils feel this acutely; they positively dread to be shut up in a room with him for six hours.

Do we not know such persons? Do we not know of some preachers that cause us to pray, "Oh! that he would only stop"? Children feel that some teachers have absolutely nothing for them; they ache in every bone of their bodies when under their direction. We may as well admit these facts, even if they are painful. So we add as a conclusion that teachers must strive to be attractive as teachers; to have fresh minds; a new way of looking at things as well as new things; and a deeper insight into life—all these are needful. How shall they be obtained?

DURING the past six weeks THE SCHOOL JOURNAL has maintained its reputation of presenting all that most concerns the teachers of the country. Its usual features have been as interesting as before, and have been added to and improved. In language, Mrs. Hallock has made Burns and Whittier familiar to many thousands of children; while in mineralogy, Dr. Guttenberg has made common stones attractive and instructive. History has been well treated, physical culture ably presented by Will Townsend, and civil government explained and illustrated. The articles of Messrs. Augsburg and Townsend continue, and attract wide attention. Thus the "School-Room" has done well.

In other departments there has been advance. The appearance of the paper is improved by new type and by changes in form that we feel sure are gains. The book department is now under special charge of a competent editor, and the "Correspondence" has improved in form and in matter.



## WHAT IS VALUABLE?

A thing ordinarily worthless may become in a moment of priceless value. A burning kerosene lamp, broken on the floor, can easily be extinguished in an instant by a blanket; but what if the blanket is not at hand! A king at the head of an advancing army, has his horse shot from under him and cries, "A horse! a horse! my kingdom for a horse!" The horse is at hand, the army moves on, and the king is victorious. The horse saved the day! Who can estimate the value of that horse? A proprietor of a large store discovered in the basement of his building a fire which, at the instant, a pail of water would have extinguished, but when the pail of water came it needed a tub of water; when the tub came the fire department had to be called out. One pail of water at the proper instant, would have been cheap at \$50,000. As it was, it cost \$60,000 to make up the loss.

A thing, ordinarily not valued, often become exceedingly valuable. Teachers know this. An article in an educational journal has instantly had a great value because it helped a puzzled teacher out of a difficult place. Concerning such help a teacher recently said: "One article in THE SCHOOL JOURNAL last week, was worth its price for the year." And it was. There are times when help cannot be estimated by money. It has no money value, and cannot have. How much money value can be put upon the services of a teacher who starts his pupils on the right track, or puts those who are off the track on again? Money sinks into insignificance here. A good teacher never gets his pay, and never will. Cash is essential. Publishers, editors, teachers, everybody, must have it, but it is by no manner of means the most valuable pay they get. The man who thinks it is estimating the value of greenbacks far beyond their real value.

A good place is valuable; permanency is valuable. friends are valuable, but only as means, not as ends. The end of life isn't money. John Jacob Astor was as poor the instant he died the other day, as the poorest day laborer who worked for him. His value wasn't in his houses and bonds.

What is valuable? Most emphatically, we say, OPPORTUNITY, and the ability to meet it. Lee's opportunity was at Gettysburg, but he couldn't meet it. Grant's was at Vicksburg and he met it. Educational opportunities are rapidly appearing. The world moves us on to them. *How many of our readers are able to meet them?* This is the question. Here's the rub—*ability, in view of opportunity.* The educational world is just now in sore need of ability.

## THE PROFESSION OF TEACHING.—OBSTACLES AND STEPS OF PROGRESS.

At the meeting of normal school graduates held March 1, Mr. Amos M. Kellogg spoke as follows:

"When a young man leaves the normal school he finds that the diploma that certifies to his fitness as a teacher is of little value. I remember well when I asked for an increase of \$50 in salary that the trustees told me there were two college graduates ready to take the place at the salary they paid, which was \$400. No attention is paid, you see, to the diploma—anyone who can pass the examination is accepted. And then a diploma is only good in certain parts of the state. Brooklyn and New York, and other cities, have educational systems that give power to set up their own standards. A diploma from a New York normal school is valueless in any other state. Thus the attempt of this state to put teaching on a professional basis is nullified; then, again, this state recognizes no diplomas granted in other states.

"We thus see the need of this society. There lies before it a broad field of action. It does not exist to discuss methods of teaching—there are plenty such. Its field is to cause the normal school graduates to be recognized as professional teachers. (1) Evidently there must be legislation procured in the various states; in this state, for example, empowering the state superintendent to accept the diplomas of the schools of other states. Similar action will be needed in all the states. The late Supt. Higbee expressed himself ready to do this, and until this was reached he stood ready to endorse the diplomas of New York state. (2) This acceptance of the diplomas, of other states, as a matter of comity, must be secured as the first step, probably. There will be need of much correspondence by this society, it is plain. (3) But all normal schools do not confer diplomas that should rank the holder as a professional teacher. This is a matter this society will be obliged to consider. It must establish what is a proper course for the professional

teacher in general, and make a list of schools that pursue such courses. (4) To secure legislation, and to strengthen the hands of our brethren scattered abroad in the various states and territories, there must be branches of the society established. This will be the national society; those the state branch societies, as in the case of medical, theological, and other organizations.

"The formation of this society has met with approval from the members of the department of superintendence, who were consulted at its late meeting. We shall have the aid of Superintendent Draper, whose whole course of action has been to aid in making teaching a profession. We shall have the aid of the graduates of the normal schools, who have become of influence in the various states. The field of action is appallingly large, but this society is evidently 'born for the occasion.'

"There must be 10,000 graduates of normal schools scattered abroad; they must be reached and enrolled on our books. They already form a body of professional teachers; they must be well organized; they must act. The organization here can exert an influence on those at a distance and get them to organize. A society in Minnesota for example, can procure the legislation needed there, and so of the other states."

## "ALL-ROUND" TEACHING.

The prevailing fault in the teaching of the first half of this century was its one-sidedness. A boy spent many years in school and learned Latin, perhaps Greek, arithmetic, and some geography, and history. These last two were studied in such a formal way that it can hardly be said that they were mastered. Possibly we shall never teach Latin more thoroughly; possibly it may be thought that we have gone backward in arithmetic, for the old school of teachers made their pupils "go through" arithmetic. As the present half century came in, the influence of Froebel began to be felt; very feeble were the first effects of the exhibition of the kindergarten to us. But there was a spirit of unrest. The results of education were not what had been expected; there was much disappointment. The primary grades were not well taught, and the best teachers of higher grades aimed "to fit boys for college." Then came on the expansion into the graded school system, that prevails all over the country. This change left arithmetic at the head. It was the "king study." Grammar came next; it was "the three R's," and grammar. Geography had been steadily growing in importance.

The last quarter of the century begins with proposing very important changes, which will have taken place as the century ends. The main idea is plainly "to put the whole boy to school." If we look back we shall find teachers for a long time have complained of the excessive study of arithmetic. They have asked that alligation and square and cube root be placed in an appendix. A comparison of books on number, will be very instructive. Once the "rule of three" held a very high place, but it has almost disappeared from the modern arithmetic.

Physiology has been added to the curriculum; so has botany and mineralogy. History is held in higher esteem. Some attention is paid to ethics—a subject formerly dismissed with the reading of a chapter in the Bible. Physical training receives some attention in the common schools; it has become almost one of the college studies; a gymnasium is now considered as needful as a laboratory.

Another change in the way of regarding education is seen in the debate concerning manual training. For thirty years it has been asserted that pupils might be educated by constructing and adapting physical materials to attain some end, of beauty or usefulness; or as mere expression. The debate may now be said to be over; every city has adopted manual training in some form or other. We see, then, that the idea of education has been very much modified, and it may be said now to have taken on the all-round conception. This change has not been forced upon the school by the shop, as some may think. Undoubtedly the complaint that has come up from the farm and shop, that the boy had no conception of life; that, though he was said to be well educated, he could not get a living, had a foundation. But the profoundest thinkers have been at work to discover what were the real means by which man was educated; they here look, too, at the general directions in which his mind grew out, so to speak. They have considered that, practically, the education of a human being is typified by its mother, while she holds it as a babe in her arms.

The mother trains her child and imparts knowledge. She tells him about things, about people, about himself;

she sets him to doing. She teaches him language, and to count; she tells him about the earth (the animals, the plants, etc.), about what is right and what is wrong.

Here are eight subjects that the mother, untaught by any save her own heart and brain, gives daily lessons upon. Her teaching about his relations, his neighbors, expands into history; what she tells him about things expands into physics; what she tells him about plants, animals, etc. expands into botany, zoology, and mineralogy; what she tells him about his hands, teeth, hair, and clothes expands into physiology and hygiene; what she teaches him in speaking is the foundation of language; what she teaches him about counting is a foundation of numbers; what she teaches him about right and wrong becomes the foundation of his knowledge of duty. She feels the need, day by day, of employing his hands and feet; thus she lays the foundation of what becomes agriculture, building, and construction—the marvel of the century.

This work of the mother is "all-round education." And those who have planned to modify our text-book education, have done so after examining the operations of the one whom God inspired to be a teacher, and who has been a teacher since the world began.

## THE UNIVERSITY SCHOOL OF PEDAGOGY.

The University of the City of New York has formally established the School of Pedagogy, and will grant degrees and recognitions to those who complete its courses of study. This school will be put in every respect on the same plane as the departments of law, medicine, and theology, and give all students who are prepared to enter it a professional training equal in every respect to the demands of higher instruction. This is the first time in the history of education, that a university has formally recognized teaching as a profession, equal in scholastic dignity and importance, to the other learned callings. Substantial progress has now been made. Recognition is everything in this world. The bondage of teaching has consisted in the fact that it has not been recognized as having any professional rights worth noticing. Now this stigma is removed, and on this account all teachers will rejoice.

This school will occupy a place beyond the colleges and normal schools, and provide such courses of discipline and culture as will prepare its students to become thoroughly familiar with the history and the science of education, methodology, systems of schools, school law, practical administration, and the educational literature of the ages. No city on this continent affords better opportunities for professional study than New York. Her libraries are large and easily accessible, and among her schools may be seen all kinds of work in successful operation. In addition to these advantages, the certificate of the University of the City of New York will give a teacher a standing equal to that of the diploma of any law, medical, or theological school. The outlook is most auspicious, for which we heartily congratulate the university and the profession. The formal opening of the school under its new arrangements will take place next October.

## A VALUABLE ARTICLE.

The Sun of this week published an article on the special training of teachers that is exceedingly valuable, since it represents a school of thought that has absolutely passed away, yet is represented by a single, most able writer in the person of the senior editor of the New York Sun.

Does a teacher need special training for his work? is a question that was answered a generation ago by such men as John C. Spencer, Benj. F. Butler, John Young, Henry Barnard, Horace Mann, Jacob Abbott, Geo. B. Emerson, Samuel J. May, DeWitt Clinton, Horace Greeley, Eliphalet Nott, Victor M. Rice, Henry S. Randall, David B. Page, and many others. It is an astonishing spectacle—that of a paper in the year 1890 advocating the doctrine that a teacher needs no training for his work! The Sun thinks that "transcendental pedagogy is not wanted anywhere. We admit it." It not only has not been wanted, but the ten New York state normal schools have not furnished it. The University School of Pedagogy does not intend to deal in the worthless stuff, but in that practical knowledge of school-room requirements, and careful training for school-room duties, that the wisdom of the world has demanded, and will continue to demand, so long as education continues to be as important a factor in molding the civilization of the world as it now is. Common sense is an essential element in success in all the trades and professions, but common sense never can supply the lack of professional knowledge in medicine, law, theology, or teaching, or anywhere else. It is useless to waste time and strength to consider so obvious a proposition as this. The world is too wise and too old.



## DR. HIGBEE AND ARBOR DAY.

By HON. B. G. NORTROP.

While Pennsylvania is the chief mourner at the grave of Dr. Higbee, his death is a national loss. His ability and efficiency, his enthusiasm and success, gave inspiration and encouragement to the leading educators of the country. A profound and original thinker, he had the courage of his convictions, and spoke as one having the authority of truth and right on his side. Conscious of integrity and the soul of honor, though he came out of the furnace as gold tried in the fire, when "place seekers" bitterly assailed his character—which was dearer to him than life—their cruel aspersions pierced his sensitive nature and shortened his useful life. It shows his noble, Christ-like character and forgiving spirit, that no word of vindictiveness escaped his lips, and that he spoke kindly of those who had so deeply wronged him.

At a Pennsylvania institute some six years ago, after I had spoken of Arbor Day as an educational force, he accepted the suggestions, ably advocated their general adoption, and pledged his earnest co-operation. How grandly did he redeem this promise! It is due to his enthusiastic efforts that since that date Pennsylvania has observed Arbor Day in the schools more generally and successfully, and more frequently, than any other state in the Union—for Pennsylvania is the only state that observes Arbor Day both in the spring and in the autumn.

No state school superintendent during the last five years has written so much and so ably on this subject as Dr. Higbee.

The statement that over 300,000 trees were planted on the ten Arbor Days observed in Pennsylvania hardly suggests the broad and wide-spreading influence he thus initiated. The improvement of home and school grounds, and roadsides, by the planting of so many trees—however important this may be—is of minor consequence. Dr. Higbee, with his ardent love of nature, his desire to lead youth to study and observe common things, his poetic spirit, his appreciation of the higher wants of the juvenile heart, aimed thus to improve minds even more than the grounds. Hence, he urged children to start little nurseries in their gardens, and plant not only trees, but tree seeds, acorns, and nuts, that they might observe the wonderful miracles which the tree-life they had started was working out before them. What interest and profit, what growth of mind and heart many of the planters of these 300,000 trees will yet gain as they watch the mysterious forces of these vital germs—their assimilating power, transforming coarse earth into living forms of surpassing beauty!

## A HEARTY WELCOME.

Visitors should always be welcomed in the school-room. Their advice may be useful in the school; outside, their interest is certain to be a help. If teachers fail to realize this, or fail to attract visits from parents and others, they are sure to suffer in the end.

When visitors come to the school, therefore, they should be shown that their visit is appreciated. A warm welcome, with face, and voice, and manner, puts them at their ease. Pupils are looking on; they are eager to catch the bits of distinction, of manner, of grace, that the teacher can exhibit on such occasions. Object lessons in manners are the best kind; and teachers who find them difficult, in intercourse with pupils, can easily inculcate a love of good manners in the minds of those who are attentively watching each little action that takes place between teacher and visitor.

Then let a number of little attentions be shown the guests; not obtrusively, but delicately, and as if a matter of course. If a class is reciting, the subject is stated, and mention made of what has gone before; a book is given the listener, who is asked to do some questioning, or to suggest an illustration, or a line of thought. Afterwards, various matters of interest may be exhibited—past work, a new text-book, the play-ground, or anything that suggests itself.

Finally, there should be a cheery good-bye, and a hearty invitation to come again. The visitors will go away pleased, the pupils will be pleased, and by-and-bye the teacher will be pleased to hear the kind words that some one has spoken of him, on some occasion that made a good word valuable.

If a school is not pretty good in winter it isn't even tolerably good in the summer. All our best books were written in the winter by fingers filled with blood coming from warm hearts.

## THE PHILADELPHIA MANUAL TRAINING SCHOOL.

This school was organized in September, 1885, with one hundred and thirty pupils. It now numbers three hundred and thirty, and is kept at that figure for want of room to accommodate more. Every Philadelphia boy thirteen years of age who has earned his right to enter, through a competitive examination, is eligible as a pupil. The applicants are mostly graduates of the grammar schools, although pupils from private schools are allowed the privilege of competing for admission. The average age of the last class admitted was fourteen years and a half.

The combined course of study covers three years, and embraces five parallel lines of study—three of them being purely intellectual, and two both intellectual and manual, as follows:

1. A course of language and literature, including the structure and use of English, literature, composition, history, social science, civil government, and German.
2. A course of pure mathematics, including algebra, arithmetic, geometry, and plane trigonometry.
3. A course of science, and applied mathematics, including geology, physics, chemistry, economic botany, physiology, mechanics, steam and electrical engineering, and book-keeping.
4. A course in free-hand, mechanical, and architectural drawing, designing, and clay-modeling.
5. A course of tool instruction, including carpentry, wood-turning, wood-carving, pattern making, forging, soldering, bench and machine work in metals, molding and casting.

The length of the school day is six hours, and the time is about equally divided between mental and manual exercises. One hour a day is given to drawing, two hours to shop work, and three to the usual high school studies.

In the distinctive feature of the school—tool instruction—the exercises are valued only as they involve educational processes. Each exercise in wood, or in iron, involves a mechanical principle, and the chief object of the instruction is the development of this principle rather than the finished piece of work.

The aim is to teach the pupil to express his thought in a concrete form with the least waste of material, in the most workmanlike manner, and in accordance with the most approved methods.

While drawing underlies all industrial work, and is in fact the first step in manual training, it has a wider scope in the school than its application to mechanical construction. It is a common language used in every department to interpret and illustrate principles and things. It brings all the departments of the school into close harmony. In historical, botanical, and topographical maps; in literary charts; in electrical and mechanical diagrams; in geological and anatomical sketches, the pupils are required to express graphically the lessons taught in the class rooms.

The students are required to visit some manufacturing establishment, make a free-hand sketch of some machine, with measurements, and then make an accurate drawing to scale.

The same method is pursued in architectural drawing. The pupil makes a free-hand sketch (generally of his own residence) of the ground, first and second floor plans, front elevation, perspective view—and follows them up with finished drawings to scale. In designing, a drawing is made from the natural flower or leaf, afterward conventionalized, and then worked out in a design. This design is subsequently applied to clay-modeling, wood-carving, or grill work.

Throughout the entire course the principles and theories learned by text-books, lectures, and recitations, are supplemented by experimental work, in which the pupil is taught to do by doing. In the chemical laboratory each student is provided with all the appliances necessary to make his chemical analyses. In the electrical department the practical applications of electricity, such as measurements of currents, and tests of electrical machines, the running of wires, the making of storage batteries, electric lightning, and the running of dynamos, form a part of each student's work. Each pupil in turn is also detailed to run the steam engine, and to



WILLIAM L. SAYRE.

make tests of the same. The putting up of shafting, the adjustment of pulleys, the repairing of machinery, and the construction of various kinds of apparatus, supplement his study of mechanics.

The school does not seek to train the hand at the expense of the head. By lengthening the school day, and shortening the number of daily recitations, there is ample time for the development of both the intellectual and manual work. Experience has shown that they are mutually helpful, and that the results intellectually are equal to those obtained in the best high schools.

The head of such a school demands a versatility of talent that is not often found in one individual. A practical knowledge of tools and of drawing, combined with the intellectual ability and large experience required in the management of a school, a thorough knowledge of boy nature, and a zeal, enthusiasm, and belief in the work that overcomes all obstacles; these seem to be the requisites for such a position.

William L. Sayre, the principal of this school, learning a trade in his youth, and following it with the study of drawing, during his fifteen years experience as the principal of a grammar school, possesses all the qualifications that are necessary for the successful development of this modern educational movement.

## A REMEDY FOR TARDINESS.

One principal, whose school was much troubled with tardiness, found that the main cause of the trouble was the habit of late breakfasting on the part of parents. He tried for a year to induce the parents to reform; but his prayers were unheeded, and his pupils continued to straggle into school after hours. So he thought that he would get the pupils to do some of the praying for their schools.

He divided the school into platoons of fifteen pupils each, and announced that each platoon that showed a perfect attendance record during an entire month, should have a holiday on the first Monday of the month following.

The plan worked beautifully. The platoons formed little miniature governments, with officers to see that every member was prompt. The children all attacked their parents, and nearly all succeeded, where the principal had failed, in inducing them to give their children an opportunity of being on time. At the end of the first month only three platoons failed to get the holiday; at the end of the second, only one. The percentage of attendance rose above 95. We think this plan worth considering. There is an objection. Shall pupils be paid for doing well, by a holiday—that is by absentsing themselves from school?



## THE SUCCESSFUL TEACHER.

By ALEX. HERDLER, Dobbs Ferry, N. Y.

Many a teacher wonders why some of his fellows succeed in their profession, and attain brilliant results in their school work. In order to achieve success in the noblest of professions one must embrace this high office with enthusiasm. If a man likes his work and gives it his whole energy and interest, he is sure of some success. A half-hearted effort cannot possibly do as much as an interested and powerful will, born of enthusiasm for the good of the young people. A good teacher combines with enthusiasm for education a deep insight into the pupil's mind and soul. He studies psychology and learns how ideas are formed and associated with each other to produce convictions and interest in mental work. A good teacher is able to think himself into the pupil's intellectual horizon; he finds instinctively how the pupil may understand the particular matter he is asked to assimilate to his acquired ideas. A teacher who is able to call forth those ideas in the mind of his pupil that are the most natural link to which he can attach the new matter, will fasten the new facts indelibly in the mind of the young scholar. Pupils like to know the use of what they learn. Therefore the teacher has to show the pupils what they could do with the newly-acquired stock of learning. The pupil becomes eager to multiply his knowledge, and the teacher thus accomplishes his task pleasantly and naturally.

A good teacher studies carefully, the lessons that he is to give and is always prepared for his work in the class-room. He makes the scholars think while he is giving the lesson, and never dismisses his pupils till they have completely understood what they have heard or what they have to study. A good teacher encourages the pupils by discreetly bestowing praise upon the diligent and attentive, and helping, repeatedly and kindly, those who lack mental energy. He must be well acquainted with educational literature, and should take part in the discussion of pedagogical problems which the new necessities of school work call forth. The more cultured the teacher is, the more likely is he to do good work in the school. That teacher who feels most keenly the power and benefit that the nation is to derive, from a conscientious and thorough education of its youth, will strain all his power and ability to do his best in order to build up the greatness and glory of his nation. The teacher studies, therefore, literature in general, and that of his nation in particular. The authorities ought to encourage good teachers by bestowing honors upon them, and by allowing them such salaries as will enable them to gratify their literary and professional tastes. Good teachers are most anxious to devote their lives and energies to a generous and patriotic nation, whose felicity depends so largely upon the character of the education given to its youth.

## FIRST, INTEREST THE CHILDREN.

To interest the children is the first thing to do. Two teachers of equal capacity will possess the power to interest, very unequally. It is a power that can be cultivated. In a village the teacher was suddenly called away, and the question was, which of the young ladies should take her place; with one accord a certain young lady was fixed upon. "Helen D— is the one," they said. She had taught in the Sunday-school. Now why was she selected? Simply because she was known to interest her Sunday-school pupils.

It is a power that must be had, and it is one that can be cultivated. Bear these two things in mind. Let us look at some of the elements of this power to interest.

1. *The countenance.*—If we look at a person who is interesting us, we shall see that his face is lighted up, that his eyes are fixed on us. He looks interested. The eyes here form a striking part in holding the attention. If a teacher would interest another he must cultivate the art of looking not only pleasant, but engaging—his looks must take hold, as we say.

Suppose two pupils are seated one behind the other; suppose another pupil comes in full of some news for one of them. The other pupil sees and feels that something interesting is to be said, and is pained that he is passed by. This brightness of the countenance we have seen as we have been mistaken for some one else: we have been pained to see it disappear as the truth became apparent. The teacher, then, must learn to look interested in his pupils. Of two teachers who are equally interested, one may look far more interested than the other; the pupils will believe that one was more interested than the other. How many teachers have utterly impassive faces?

*The voice.*—A young lady who graduated with the highest honors at an academy, took a strong letter to a school-board wanting a teacher. The members conversed with her, and when she left the room remarked, "What a terrible voice!" She had been cultivated mentally, but not physically. Now the teacher is continually using his voice, and he should give much attention to its cultivation. A pleasing, musical voice is a power; and it may be said that every one can have such a voice. It should be cultivated in every school.

*The manners.*—Persons who are quite unattractive may cultivate very engaging manners. The manners have to do with the general carriage of the person, and the way things are done. Good manners come by cultivation, and they are within the reach of every one. The one who interests us has good manners. The teacher that has a school that is interested in its work, has manners that draw upon the pupils. There is ease, grace, and possibly elegance in the way he comes and goes; the way he conducts himself towards the pupils; the way he hears lessons, stands before the blackboards, holds his book, pointer, etc.

*Knowledge.*—The teacher who comes with fresh knowledge every day, interests his school. He will not press this on his pupils, but they know that when he speaks he has something they want to hear. He must have a bright way of saying what he says. Some have knowledge enough, but no art of telling it. Remember Demosthenes! His first ways of saying things were laughed at—but he persevered, and was successful. So must the teacher.

*Talking well.*—This has just been referred to. To talk well is different from having a good voice; it is a special power in and of itself. Let unending pains be given to learn to put things into words in an interesting and forcible manner. It is an art that can be learned. Try an anecdote of the simplest kind upon the people at the table, upon the pupils at school. Watch your audience. Determine, like Demosthenes, that they shall hear you; that is, that they shall be interested.

Not long since a school was visited where the teacher rang a bell, then pounded with a stick, then finally commanded silence—and told an anecdote about "Old Hickory." Having finished, the noise set in again. These pupils had not been in the habit of being interested. When a man can no longer interest, he should no longer speak.

## CASES OF DISCIPLINE.

In every school there will be disobedience of rules or regulations; there will be censure and possibly punishments. The teacher is obliged to meet these troubles in the best manner possible.

A teacher lately gave his experience: "I had a girl, probably sixteen or seventeen years old; she was smart, but always ready to disobey, to defy my authority, as it seemed to me. I talked with her, but she only threw up her head saucily and gave no sign of repentance. As she was the oldest pupil, I was exceedingly annoyed. One day she dropped the eraser on the floor and started for her seat without picking it up. I called her attention to it, but she went to her seat. Now what was I to do?"

"Well, what did you do?"

"First, I thought the matter over a good deal, so as to be sure I was right. Then I waited. She was smart, remember. She could solve equations in algebra very well and took pleasure in doing it. She had solved one and was on her way to her seat, and had got right in front of my desk, when I stopped her by saying, 'Annie—wait a moment.' I sat still and she stood there waiting. I let her wait, looking steadily at her, probably two minutes. Then I began, with words of praise for the problem work; then I told her what she might do in other things. I told her what she did not do—I spoke very plainly. All the school listened. I was in no hurry, no anger. But I kept right on—probably ten minutes. Finally she broke down—the tears rained down her cheeks against her will. She was obliged to wipe them away. I paid no attention to this but kept on, for a time. Then I stopped. After letting her stand for two or three minutes while all was silent I said, 'You may return to your seat.'"

"Of course this was an experiment."

"Yes, it was an experiment, but it was a most successful one. As I did it without anger and no bitter words were left to rankle, she became one of the best pupils I ever had."

Another teacher said: "I had about twenty girls and all were perfect except one, and she, strange to say, had

a father who was almost a saint. One day she was discovered eating, at her desk. I told her to stand up on the floor, with her book. Here she sulked for an hour. I then called her to me and tried to talk with her, but it was in vain.

"After recess I told her to stand on the floor again, saying, 'I have not heard from you about your disobedience yet.' She was there, except at recess and lessons, all that day, and apparently as stubborn as ever. At night I tried to talk with her again, but she had determined to wear me out, evidently. The next day passed in the same manner, and I was in great doubt as to my success. I then asked the other girls (she being absent) to aid me. At recess I saw them surrounding her; they declined to play with her until she had settled up matters. This brought her to terms; she came in and apologized, and went back to play. I, however, told the whole school what she had done."

These examples show the need of great tact. Let us hear from others.

## THE SCHOOL AND LIFE.

One of the great complaints against the schools has been that pupils were unfitted to take hold of the world; they were fed on books. The case was similar to that of a girl who reads novels, and who comes out into real life. She often remarks (to herself, of course), "That is not the way the book said."

Now the school is to fit children for life, and they should know what the world is doing. Some have recommended that a newspaper be carried into the school-room. This is to be done only incidentally; it would be very bad to make it a text-book; it is made for adults and for specific purposes. In this paper the "current topics" will be found to be what is needed. Take these titles: "Ships in an Ice Field," "Railroad in China," "Portugal and England," "Brazil Asking for a Loan," "Austria's Empress," "Oil on Waves." The teacher may assign the first to John, the second to Mary, and so on—this on Monday.

The next step will be to call on these pupils to "report." John gives, very briefly, the facts; others add something; the teacher questions; he gives the causes. Then Mary "reports" on "Railroad in China"—the same course being followed. Some suggest to the pupils to "interview" the lawyer, the physician, the minister, the artisan, on a given point, and give his views.

It will be apparent that this plan gives the pupils an idea of what is going on in the world, and is of immense value. In fact, a school that does not let the pupils know what is going on now, but is very careful to let them know what was going on a thousand years ago, is doing only a part of its duty.

The objections to this addition to the usual course of study, is that "it takes time." So it does to breathe, to eat, and to sleep. If it is time well spent then it must be taken; that is all there is to that. But what if it sharpens up the boys and girls so that they learn faster? This is really the case. Much time is lost because the pupils are not wide-awake.

But the suggestions given, as to current topics in general, apply to special topics. A pupil may be appointed to report on local news. He reports that "Mr. Smith's house was burned last night." "The ice-houses are being filled, etc." "A United States senator was elected yesterday," etc.

All of these will give rise to questions: "What was the value of the barn?" "Was it insured?" etc. "What is ice worth per ton?" etc. "What is the length of the senatorial term, salary?" etc. It is well for the teacher to see the list of local events before it is presented, so as to guard against a surprise.

Then the occupations of the people should be inquired into. How many farmers in the district? What do they raise?

Let there be a report for 1889:

Mr. Smith's wheat, corn, etc.	\$400 00
Mr. Jones', wheat, corn, etc.	300 00

And thus follow the productions and their value, the current price, where sold, etc. The summing up of these will show the producing power of the district. If there are manufacturers, inquiries should be made as to the amount of wages received, the amount paid for rents, etc. In this way the older children learn what the business of the district is, and the part their parents have in it.

The pay for teaching is not money. Can we live without money? Not very well, but this doesn't prove that money is the teacher's pay.



## THE SCHOOL ROOM.

MARCH 8.—EARTH AND NUMBER.

There being five Saturdays in March, the usual school-room subjects will be replaced next week by a variety of "Supplementary" matter, including an exercise for Arbor Day.

## GERMAN METHODS OF NUMBER TEACHING.

By L. SEELEY, PH. D., of Illinois.

[This paper forms the introduction to a series of articles, by Dr. Seeley, that will appear in future issues of THE SCHOOL JOURNAL. Dr. Seeley's personal experience, in the schools of both Germany and the United States, makes his contribution to the science of number-teaching both valuable and interesting.]

## I.

The teaching of number occupies a large portion of the work of the common schools. A generation ago the work expected of the older boys in the district school was mainly to "do sums;" and the parents believed that geography was of little account, grammar of no use, while arithmetic was the one practical thing for their boys to study. Indeed this spirit has not yet entirely disappeared from the common schools, especially in many country districts. In good country schools I have found more than one-third of all the time devoted to arithmetic; sometimes all classes are given two recitations daily in this subject. Even now no one thinks of less than one recitation a day in arithmetic, from the time the child enters school until he is at least fourteen years old, usually till a later period. In the German schools, arithmetic is never given oftener than every second day, and in the higher classes of the better organized schools it is given but twice a week, and often drops out altogether in the last year or two of the common school course.

Then, as to the work accomplished. Every child of fourteen years should be master of the fundamental rules of common fractions, of decimals, of compound numbers, and of the various branches of percentage, especially computation of interest. If he has become thoroughly grounded in the above, he has all the arithmetic needed for practical life. How many of the children of our schools at fourteen are able to meet the above requirement, I leave the teachers to answer. That the German children reach it, I personally know. That in thoroughness and comprehensiveness in treatment of the subject, the German schools go beyond ours, goes without saying. It is equally manifest that the German child has done even more than the requirement above stated. He not only is able to do all specified, but a large part of it he can do without resort to paper and pencil—he does it in his head. In many respects it is probable that the Germans go too far in this direction, but much of this is of practical value. Thus the German merchant seldom resorts to paper in reckoning up a sale. But whether this head reckoning be worthy of adoption by American teachers or not, it must be placed to the credit of the German schools, in work accomplished beyond that of the American schools. Now wherein lies this difference?

Is the German child of greater natural ability than the American child? We are by no means willing to concede that. On the contrary, American children are surpassed by those of no nation in the world in natural aptness and quickness of comprehension. There is no doubt that in patient, continuous, and persevering application, the adult German is unequalled by any other nationality. But these qualities do not enter largely into the child's composition, and are not here to be brought into the discussion. Indeed, the American child has many points of advantage over the German child. Again, he has more leisure. Most German children have employment aside from school work, when out of school. Thus very early the German child is compelled to learn those anxious cares that dire poverty brings, and that ought to be first assumed in maturer years. In this respect the American child has a decided advantage that must show itself in his mental acuteness. No; the advantage in attainment that the German child has over the American, is not because of superior natural ability.

Is it because he has had better teachers? I think it is. The teachers of Germany, as a class, are unequalled by those of any other country in the world. They are trained for their work before they can enter upon it, and are placed on trial in the school-room until their proficiency is proven; after which they are established in their profession for life. German teachers just as much expect to remain teachers, as lawyers expect to remain lawyers. How different is this from American practice, where a large proportion of the teachers intend to

remain in the work only until an offer of marriage, a business opening, or something else turns up to make a way of escape!

Thus, training and permanency have elevated the German teachers as a class to the high rank they now occupy. Because the German child has better teachers, he has an inestimable advantage over American children. These are hard things for an American teacher to say concerning a system that we boast of so often; but is it not about time for us to cease boasting, admit our weaknesses, and try to correct them? It will take many years for us to reach the pedagogical basis of the Germans.

Again we ask, *Has the German child been taught by a better method?* The question preceding this having been answered in the affirmative, it follows that this must also. For if the teachers are well-trained they have a good method. The introduction of thoroughly trained teachers requires a great deal of time. But the adoption of a proper method or system of instruction, requires only so much time as is necessary for the teacher to master that system. A system of number that has done so much to bring the German schools to a high plane with respect to this subject, is the Grube method. This system is so simple that it can easily be mastered in a short time by any teacher, and applied to any school, however small, or large. Its adoption would save years of time to the children of our schools, and give them an arithmetical foundation such as they now seldom attain. It is my purpose to call attention to this system in THE SCHOOL JOURNAL, more definitely than has before been done.

## LESSONS IN DECIMALS.

The teacher stands at the blackboard and says, "Write one and five tenths." He writes  $1\frac{5}{10}$ . There is another way to write this—1.5. The 5 is in the first place to the right; that is, *tenths place*.

Write one and seven tenths. Write two and eight tenths. Write three and five tenths. Etc., etc., etc. John, you may come to the board. Write five and four tenths. Write six and three tenths. Etc., etc.

What is the five? *Ans.* Five units.

What is the four? *Ans.* Four tenths.

How do you know it is four tenths? *Ans.* Because it is in the first place to the right of units.

What is the dot for? *Ans.* It shows where the units are and where the decimals begin.

Henry go to the board. Write 5 and 3 tenths. Write 6 and 9 tenths. Etc., etc.

John, you may ask him questions.

The teacher goes to the board and says, "I will write  $15\frac{11}{100}$  in this new way. Thus: 15.24.

What is the 2? *Ans.* 2 tenths.

You may write it. (This is to get the word-form correct. In several cases it has been found that the pupils' ear did not catch the ending *ths*, but supposed the word to be *tens* or *tents*.)

What is the 4?

Four hundredths.

Yes. What place do hundredths occupy?

The second place to the right of units.

William, come to the board. Mary, give him a number to write that will have hundredths in it. Write 4.56. (He writes it.) Anna, give him one. 6.18. Henry, give him one. 7.12. Sarah, ask him questions. What is the point for? In what place is the 2? In what place is the 1? What sort of number is the 12?

The teacher says, Let me ask him a question? First write eight and thirty-three hundredths. He writes 8.33.

When I say the first 3, I mean the one that is nearest the units. Now then, which is greater, the first 3 or the second 3? Why? Again, is there any other way of reading it besides saying 33 hundredths? You do not think of any. Well, I have here 33 cents. Is there any other way of stating it?

Three dimes and three cents.

Certainly. Now try the 33 hundredths.

Three tenths and three hundredths.

Certainly. That is what comes from thinking and trying.

I will write  $44\frac{11}{100}$ . Is there another way to write it? You may try. Who can do it? John, you may come to the board.

He writes 44.321.

Do you agree with that? Henry does not? Well, let us see.

What place do tenths have?

What place do hundredths have?

What do I want to write?

Thousandths.

What place will thousandths have?

The third place to the right.

What is the 3? *Ans.* 3 tenths.

What is the 2?

What is the 1?

The 1 is in the thousandths place, anyway. Henry thinks there is only 1 thousandth. How many thousandths in the 3 tenths?

How many thousandths in the 30 hundredths?

Do you all agree there are 321 thousandths?

Sarah, come to the board.

William, give an example of tenths.

Write 4.4. Next, one of hundredths.

Write 4.44. Next, give one of thousandths.

Write 4.444.

What word do you use when you come to the decimal point?

*And.*

Sarah, read the last number and let us see.

Now for a grand questioning of Sarah. Begin, Henry.

What place do thousandths occupy?

What place do hundredths occupy?

Stop a moment. *Where? where?* Is it enough to say the second place? It may be the second place from that telegraph pole out there.

Second to the right of the decimal point.

That is a little more definite. Go on.

What place do thousandths occupy?

What! No more questions?

Write tenths in words.

Write hundredths in words.

Write thousandths in words.

You are improving. Go on.

Write this number in words.

What! No more?

Is there another way of reading it?

Very good. How many ways are there of reading it? John, read it one way.

Four and four hundred forty-four thousandths.

(It may be remarked here that it is the practice of very good teachers to use *and* only for the decimal point. 365 would be read, Three hundred sixty-five, etc.)

Nettie may read it.

Four and four tenths, four hundredths, four thousandths.

Charles may try.

Four and forty-four hundredths, four thousandths.

Robert may go to the board.

Write 565.18 ; 522.01.

He started wrong, but got right. What made you change? Why did you put a nought before the 1?

Because the 1 must be in the second place.

Why?

Because hundredths occupy the second place.

There—we are not accurate enough. Second place where?

To the right.

When I give hundredths what place must you think of?

The second place to the right.

When I give tenths?

The first place.

Is that accurate?

The first place to the right.

When I give thousandths?

The third place to the right.

Now let every one be on the alert. I have given you easy things to write. Now for some very hard ones. But you all have the principle. See if you can apply it. Who will come to the board. Ella. Very good. I thank you for volunteering.

Write 44 tenths.

She writes it—44.

Do you agree with that? Four of you do? Let me see. You say that tenths occupy the—what place?

The first to the right of the decimal point.

Is this so written?

One of the fours is in the first place.

So it is. How many tenths are there in the tenths' place? Four. And what is in the next place? Four hundredths. Four tenths and four hundredths make how much? Forty-four hundredths. Then we have got forty-four hundredths instead of forty-four tenths. Egbert may try. He writes 4.4. Well. That is 4 and 4 tenths. All the class; do you say that? What did I call for? Forty-four tenths. Is this 44 tenths? Yes, sir. Well then, what do we conclude? 44 tenths is the same as 4.4.

Yes, and if I give 44 tenths, and you write it 4.4 you will be correct. That is what I meant when I told you I should give you some hard examples. I ask you



all what is your rule when you are to write tenths. Where do you put the right hand figure?

In the first place to the right.

Henry, please write that rule on the board. (He writes it.)

Now I will give you some more hard examples. Four and eight tenths. Sixty-four tenths. One hundred twelve tenths. 28 tenths. 115 tenths. 1234 tenths. 36 tenths. Ten tenths. Nine tenths. 101 tenths.

Tell me something about hundredths.

Write the word hundredths.

Write the word hundredths.

If I call for 4 hundredths where will the 4 be placed?

If I call for 4 hundredths where will the 4 be placed?

Which would you prefer, 4 hundreds of dollars or 4 hundredths of dollars? How much is a hundredth of a dollar?

Sarah, go to the board.

Write 4 hundredths.

Tell me why that is four hundredths.

Write 5 hundredths. Ella, why is that correct?

Write 25 hundredths.

John, is that correctly written?

Why is it correct?

Edward, you may go to the board.

Write 115 hundredths.

Is that correct? Why?

Do all agree with that? William does not. Where should the decimal point be, William?

Between the 1 and the 5.

Edward, you may write 115 and put a decimal point between the 1 and the 5. William says that is 115 hundredths. Is he correct?

How many units in that, William?

Eleven.

How many hundredths in eleven units?

1100.

Certainly. But I called for one hundred and fifteen only. What is the rule, William, for writing hundredth? The figure must be in the second place. See, it was written on the board. Now, William, you may go to the board. Write 7 hundredths. Tell us why it is seven hundredths.

Write 8 hundredths and tell us why it is correct. Write 9 hundredths and tell us. Write 19 hundredths and tell us. Write 119 hundredths and tell us. Write 329 hundredths and tell us. Write 456 hundredths and tell us. Mary may go to the board. Write seven thousandths. Write the word thousand. Write the word thousandth.

If I call for 7 thousands where do you put the 7? Show me.

If I call for 7 thousandths, where do you put the 7?

Which is the more valuable, the 7 thousands or the 7 thousandths?

Henry, would you rather have 7 thousands of pie or 7 thousandths of pie?

When I call for 7 thousandths where do you put the 7? Why? What do you call the thousandths place?

Very well. Let us see if you can do it; you have said it correctly. All agree, do you?

Mary, give him an example that will trouble him.

Write 5614 thousandths.

That is a hard one! Now let us see if he is going to handle it.

How many agree with that? What, only four?

George, you disagree. You may write it as you think it should be.

How many agree with George? Eight think that is correct. Do any disagree with both? Lottie, you may write it as you think it should be. How many agree with Lottie? Three.

Here are three ways. Now let us do some hard thinking.

Write 7 thousandths, George.

Do you all agree with that? Why is it correct?

Write 27 thousandths.

Why is that correct?

Write 327 thousandths.

Why is that correct?

Write 1327 thousandths.

What is our rule, George, for thousandths?

The figure must be in the third place to the right of the decimal point.

If there are two figures, the right hand one must be in the second place to the right; so if there are three, or four.

George has it, 1.327. Is that correct? Why?

Now for ten hard ones. 1500 thousandths. 1596 thousandths. 1890 thousandths. 1779 thousandths. 13,265 thousandths. 15,564 thousandths. 24 thousandths. 28 thousandths. 4 thousandths. 4000 thousandths.

## THE EARTH

### GEOGRAPHY BY OBJECTIVE METHODS.

BY AMOS M. KELLOGG.

[CONTINUED FROM SCHOOL JOURNAL, FEBRUARY 8.]

A GEOGRAPHICAL ALBUM.—A scrap-book made of large manilla sheets, 12 x 12 inches, is almost indispensable in the school-room. It will have many uses.

1. Place in it weekly the best 3 x 3 inch pen-and ink maps; let the class decide by vote which they think best. (Let the teacher reserve a veto power, giving his reasons.) Have the pupil's name on each.

2. Put in it the *quickest* made map of, say Ohio, provided it is not a scrawl.

3. Paste in a statement by a pupil of the doings of the class at some certain time; it must be a lively description.

4. Let some visitor to the school when at home, write out his impressions of the class; let it be read and put in the album.

By thus using it, it will become a precious volume.

#### NEW ENGLAND (Re-studied.)

REVIEWS.—A pupil is set to drawing New England. While he is doing this another is set to write a list of the cities thus:

#### CITIES OF NEW ENGLAND.

Maine.	N. H.	Mass.	Conn.	R. I.	Vermont.
Portland.	Dover.	Boston.	Hartford.	Providence.	Rutland.

Another writes a list of the rivers in a similar way.

#### RIVERS OF NEW ENGLAND.

Maine.	N. H.	Mass.	Conn.	R. I.	Vermont.
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While this is being done the teacher questions the rest of the class as to what they *know personally of New England*.

How many of you have been in New England? As several have been, evidently, he says I want to learn all I can about New England, from what you yourselves have found out. As we have not time to hear everyone, let all get their knowledge *boiled down*, as we may say. Arrange it under several heads, for that is the business way.

1. How far is it from us?
2. What kind of a country as to its surface?
3. What kind of a climate has it?
4. What kind of people as to their character?
5. " " " " " nationality?
6. What of its prosperity?
7. What do its inhabitants do?
8. What are its largest cities?
9. What are the striking features of its history?
10. Anecdotes.

Under question No. 1, the teacher will show how to measure on the map with a strip of paper, the distance from their place to Boston or Springfield.

Under question No. 2, (1) let each one who has seen the country give his impression; (2) next let those who have been told by those who have seen give their information.

Under question No. 3, let there be a division (1) the winter climate; (2) the summer climate.

But by this time the pupils at the blackboard have finished, and the teacher turns the class to their work.

The first describes the New England states.

The second names the cities.

The third names the rivers.

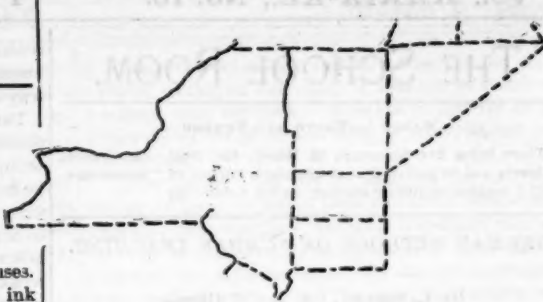
The bays, islands, capes, etc., will be named.

If there is time the discussion about New England is resumed; if not it is taken up again at the next lesson. To answer these ten questions and thoroughly discuss them will consume a week. Under No. 7 let pupils bring in pieces of cloth made in New England; the shops and stores will supply them. Let them tell what utensils etc., they have seen that were made in New England.

It is supposed that the plan of having a box for each state, as proposed for Ohio, has been carried out for each state. If not a great mistake has been made, and it should be rectified at once.

REVIEW.—The outline of New York is drawn and New England is added. (Map.) This must be drawn several times by the teacher; then by the pupils. The object is to stamp the form clearly in the memory.

NOTE.—The northern boundary of Connecticut extended, will be the southern boundary of New York.



NEW ENGLAND (Continued.)

Now it will be well to take one state at a time. Suppose it is Connecticut.

1. It can be drawn by the teacher several times, the pupils naming the boundaries, etc.
2. The teacher will add the rivers.
3. Then he will place the cities.
4. Then will follow a "talk."
5. Then the pupils will draw and describe.

### PRINCIPLES UNDERLYING GEOGRAPHY TEACHING.

FACT 1.—The world is a great whole.

FACT 2.—The conception of this whole must be obtained by the learner before he can study the geography of the world.

Let us consider for a little while what these two propositions mean.

They mean that the learner must get a clear picture of the world, as a unity, before he can study the phenomena connected with it. Take, for example, the cause of day and night. No one can understand this, unless he has in his mind's eye the following pictures:

The globe-earth, in space, unsupported, revolving on its axis.

The sun, a globe, distant and fixed as far as the earth is concerned, and luminous.

With these two pictures he can commence to study physical changes, for they come at the very beginning of geographical study. It is useless to teach the location of one place in reference to other places, unless the learner can draw his own conclusions concerning its climate, and productions. Take Calcutta, as an example. The teacher says:

Look at its location on the earth.

What is its climate? In winter? In summer?

What are the productions of the surrounding country?

What do you think India would be likely to purchase from England?

What England from India?

Before this the pupil would have been led to see in his mind's eye, the following picture:

The ecliptic as a vast plane, having no thickness.

The sun is in this plane, one half above and the other half below.

The earth is in this plane, at a distance from the sun, one half below and the other half above.

The earth revolving on an axis. Here the teacher will need to use skill. Be certain that the picture of the ecliptic, sun, and earth are vivid. Now put the axis in imagination, first in the ecliptic; then at right angles with it; then at an angle of 45° with it, and last at an angle of 30° to it. Then carry the earth around the sun, in imagination, keeping the axis always pointing in the same direction. This last point is seldom clearly understood. It is difficult for pupils to see what is meant by the expression "The axis of the earth is always parallel to itself." It seems an absurdity; but a little seeing in the mind will make the meaning plain. Do not rely on apparatus. It is often the case that pupils understand the motions of a school room globe, while they do not understand the motions of the earth it is intended to represent. In our teaching we have often been confronted with this fact. The pupil often can talk glibly and correctly about the earth, its motions, and seems to understand what he is saying, but a little examination shows that he has no conception of the world on which he lives, but of a globe with which he has no personal interest, except as an object. A few weeks ago we held a conversation with a little boy of eleven, about his geography. He was studying South America. We quizzed him some time, with very satisfactory results. At last we asked him where the world is. He laughed and said nothing. Then we asked, "Did you ever see the world?" "Yes," he answered promptly "up in the sky at night!" This boy was astonished when he dis-



covered that the world of his map was the same world he was living on. How could his teachers have made such a blunder as not to have known that their pupils did not connect the map pictures with the real world they see around them?

The general principles to follow in geography have been so many times stated, that it may seem needless to restate them here, yet we will do so.

The best expression of thought is by means of the concrete. Structural geography is the only real geography.

What we call political geography is *history*.

What we call physical geography is *physics*.

What we call vegetable geography is *botany*.

What we call astronomical geography is *astronomy*.

A good imagination is an essential qualification of a good geography student.

All objects, such as a hill, a promontory, a river, etc., etc., should be studied by actual observation.

The habit of investigating nature is essential to success in geography.

Molding helps the imagination.

The connection of geography with physics, botany, history, and astronomy, calls into play the highest powers of the human mind. Young students are not able to understand many problems required to be answered by geography book-makers.

The universal principles underlying all good teaching should be especially emphasized in geography teaching. They are two:

I. Observation is the absolute basis of all investigation.

II. Go from the known to the unknown by successive logically connected sentences. Be certain that no step is omitted, for if it is the continuity of the subject will be certain to be broken.

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work, in geography, history, etc. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

### WASHINGTON IRVING.

#### FIRST PUPIL.

Washington Irving was born in the city of New York April 3, 1783. His father was a Scotchman, and his mother, who was an English woman, was very sweet-tempered and devoted to her family.

#### SECOND PUPIL.

Her youngest child was born at the close of the Revolutionary war, and was named for the man of whom every one was talking—Washington. A young Scotch servant wished the great man to see his little namesake, so she followed him into a store one day, and said, "Please, sir, here is a bairn that is named for you." The president gave the boy his blessing, little dreaming that "the bairn" would one day write the "Life of Washington."

#### THIRD PUPIL.

From childhood, Irving had a great desire to travel, and he often sat on a wharf, watching the out-going ships, and wishing that he, too, were bound for distant countries. At twenty his dream was realized, for his brothers sent him to Europe, hoping that travel would improve his health. He remained abroad for two years, and returned home in good health and spirits.

#### FOURTH PUPIL.

He had intended to devote himself to law, but his love for literature constantly drew him away from it. He, with some friends, started a humorous paper, called "Salmagundi," which was sustained for a year, and met with very fair success. After this, he began the "History of New York," to which he put the name of "Diedrich Knickerbocker."

#### FIFTH PUPIL.

He was now about twenty-five. He was gaining a literary reputation, and was engaged to be married to Miss Matilda Hoffman, the daughter of the man with whom he studied law. She died of quick consumption, and her death was a terrible blow to Irving. It was a long time before he was able to resume his literary work, and finish the "History of New York."

#### SIXTH PUPIL.

After editing the *Analectic Magazine* for a while, and serving on the staff of the governor of New York, he went to Liverpool to help his brother Peter, who was in

business there. Many people failed as a consequence of the war of 1812, and among these were the Irving brothers. This was the means of forcing Washington Irving to depend on literature for support, and he went to London to live by his pen.

#### SEVENTH PUPIL.

At the age of thirty-six, he wrote the "Sketch-Book," which contains some of the finest writing ever done by an American author. The book was a great success, and life began to grow brighter.

#### EIGHTH PUPIL.

In 1820, he went abroad again, spending some time in Paris, and associating with Thomas Moore, Sidney Smith, and George Bancroft. While there he worked on "Bracebridge Hall." After its publication he went to Germany, where he wrote his "Tales of a Traveler," and studied French, German, and Italian.

#### NINTH PUPIL.

When Irving was forty-three, he went to Spain, and while there, gathered material for his "Life of Columbus." He spent a year and a half of very hard labor on this, sometimes writing all day and nearly all night.

#### TENTH PUPIL.

He was deeply interested in Spanish history, and began to plan out the "Conquest of Spain." This was completed in a year's time, and it brought him fifteen thousand dollars. The Spanish people were so pleased with the work that they gave him the diploma of the Royal Academy of History.

#### ELEVENTH PUPIL.

After a three years' residence in Spain, he was appointed secretary of legation at London. Other honors came to him; he received a fifty-guinea gold medal from the Royal Society of Literature, and a little later Oxford University gave him the degree of Doctor of Laws. During his residence in London, he had finished the "Alhambra."

#### TWELFTH PUPIL.

In the spring of 1832, he returned home, after an absence of seventeen years. His countrymen paid him many attentions, and everybody praised his beautiful writings. Irving now purchased a beautiful home near Tarrytown, on the Hudson, and there he lived with his two brothers and five nieces.

#### THIRTEENTH PUPIL.

Having lost much money in investments, he was again dependent upon his pen. He had begun the "Life of Washington," when he was appointed minister to Spain. This he called the crowning honor of his life, and he could not refuse the offer. He served his country faithfully for three years, returning to his cottage at Sunnyside in 1846. He wrote a "Life of Goldsmith," and two volumes of "Mahomet and his Successors;" then at the age of sixty-seven, he resumed his work on the "Life of Washington." The last volume was written at seventy-four, while undergoing great physical suffering.

#### FOURTEENTH PUPIL.

When this book was finished, he said to a nephew, "I am getting ready to go; I am shutting up my doors and windows." On the 28th of November, 1859, the end came suddenly. Irving is buried in the little cemetery near "Sleepy Hollow."

#### QUOTATIONS FROM IRVING.

##### FIFTEENTH PUPIL.

"Little minds are tamed and subdued by misfortune, but great minds rise above it."

##### SIXTEENTH PUPIL.

"How easy it is for one benevolent being to diffuse pleasure all around him; and how truly is a kind heart a fountain of gladness, making everything in its vicinity to freshen into smiles."

##### SEVENTEENTH PUPIL.

"The idea of home, fraught with the fragrance of home-dwelling joys, re-animates the drooping spirit, a the Arabian breeze will sometimes waft the freshness of the distant fields to the weary pilgrim."

ONE of the very best publications for the advancement of the school teacher is THE TEACHERS' INSTITUTE, published in New York, by E. L. Kellogg & Co. Every teacher in the country should have this paper. The price is but \$1.25, which will be returned many times over during the year in valuable information.—*De Smet (Dak.) Leader*,

### THINGS TO TELL PUPILS.

Tell the pupils about sensitive plants. The Judas-tree is one, and if an insect lights on its leaves they contract and crush it to death. Insects are attracted to the "Venus fly-trap" by its sweet juice. As soon as they touch the flower its petals contract and the poor creatures are so closely imprisoned that they have to die.

Tell them how flies walk. The way flies walk upon ceilings may be explained by referring to the fun that boys have with leather suckers. If a sucker is attached to a string, and made sufficiently wet, then applied to a stone so as to keep out all air, the stone can be lifted by the string. This is possible because there is a perfect vacuum. The feet of flies and other insects are provided with an apparatus that works in a similar manner.

Tell them about some curious Chinese customs. When one Chinaman meets another he shakes his own hands and covers his head. If they are great friends they rub their shoulders together. Instead of saying, "How do you do?" they ask, "Have you eaten your rice?" In China, men carry fans and women carry canes. If a Chinaman has an enemy on whom he wishes to be revenged, he hangs himself on that enemy's door. In this way, not only the enemy will be killed, but his entire family are in danger of losing their lives.

Tell them about the sacred Egyptian Scarabæus. This beetle is famous on account of the honor paid it by the ancient Egyptians. It is represented in their hieroglyphics, and carved upon their monuments. The Egyptians sometimes made statues of them four or five feet in length, and they are often found embalmed. Many mystical ideas are connected with the scarabæus; thus its 30 toes were thought to symbolize the days of the month.

Tell the pupils about cloves. They are the unopened flower of a small tree resembling the laurel. It was first found in the Spice islands, but is now cultivated in all the tropical parts of the world. The flowers are gathered while still green, and smoked, then dried in the sun. Each clove consists of two parts, a round head, and four points. If you soak a few cloves in hot water for a while, you will see the leaves soften and unroll. The more oil the cloves contain, the stronger and better they are.

Tell them about the Cid. He was the most celebrated national hero of Spain, and his proper name was Rodrigo Diaz de Bivar. He was born at Burgos in 1040, became sovereign of Valencia in 1094, and died in 1099. An epic poem based on his famous exploits is one of the oldest poems in the Spanish language. The remains of the Cid, which were stolen by the French during the Peninsular war, have been brought back to Spain. Cannons were fired, a solemn *Te Deum* was sung, and the bones were placed in a cathedral in his birthplace.

Tell the pupils that the bay of Rio de Janeiro, is even more beautiful than the renowned bay of Naples, or the Golden Horn of Constantinople. As one lies on the deck of the ship, watching the night steal over the city, the scene is one of marvelous enchantment, and fairy-like loveliness, with the brilliant waters, the lamps of the ferry-boats, and the city in the distance, showing its avenue of palms; the foliage shows every tint of green, birds of glittering plumage flit through giant boughs, and flowers of rainbow beauty are everywhere.

Tell them about the discovery of a small, skillfully carved stone image at Nampa, Idaho, in a stratum of sand rock, more than two hundred feet below the surface, while a boring was being made for an artesian well. The evidence concerning the finding has been carefully weighed by the Boston society of natural history, and the discovery is pronounced unquestionably genuine. A geologist of respected reputation says that the stratum in which this image was found, is probably of far greater antiquity than any deposits in which human implements have hitherto been discovered. The age of the stratum is estimated partly by the canons which the near-by Snake river has cut. This discovery is in support of the modern theory that civilization was developing along our Pacific coast long in advance of any that has left relics anywhere else.



## CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

## HICKORIES.

Dr. N. L. Britton, of Columbia College, in a recent number of *Garden and Forest*, has an article entitled "In the Hickory Matter." I have not read it, but, coming from one so learned and scientific, I fear that it omits one feature of the hickory matter that is of especial interest to mankind and to boykind.

The hickory matter has to be decided according to individual tastes and conveniences. "Spare the rod and spoil the child," and "Spare not the rod," are very old maxims, but their truth is still stoutly maintained in many quarters.

The rod is a very general term; the frequent use of a hickory twig has made "hickory" a synonym of rod, though its leathery toughness has made it even more popular than the original. Its elasticity, and the whir it makes in mid-air, on certain doleful occasions, early made it a favorite. The schoolboy's knife, making unseen rings around it, spoils its vim; but this danger may be obviated by choosing a nice little straight thorn-shoot—the kind that will put forty horse-power into one horse space. It is of the kind that clings not to the flesh so much as to the memory. The rattan as a "hickory" is also a success, but as it is an oriental importation it ought not to be encouraged to the detriment of home productions. The slipper as a hickory is too apt to fall flat. The ferule has a similar danger, but is much more fetching.

The rubber tube, devised by a school-room statesman from Ohio, is musical and buoyant. It will yet find a feeling place in the lazy boy's physique. A "Reed" rule, however, will produce order when hickories not so modern have all failed. The hickory reached its pinnacle of influence when it reduced a whole state to order. After thus showing its supremest power we may expect it to fall into innocuous desuetude.

This hickory matter is a hard nut to crack. CARYA.  
[Carya does not seem to think that the best hickory is the hickory that has been burned.]

## A WORD FROM TEXAS.

For five years I have read your paper, and I have always found you ready to say a good word for the negro. It is a pleasure to open THE SCHOOL JOURNAL and find recognition of the negro's ability to attain an education. We believe there is a good time coming for us, though it is a long way off. I expect to attend the National Educational Association, and hope to shake hands with you there.

Dep't of Mathematics in Wiley University, Marshall, Tex.

This letter is handsomely written, and shows that the black man can be educated. We are aware that there is a prejudice at the South against educating the negro, but it seems clear that, as he is to live there, that is the only thing to be done with him. We have often urged that the negro needs industrial education—we cannot say too earnestly to the teachers and people at the South, give industrial education. We have seen negro boys with Latin grammars in their hands! Now they must go over the same steps the white man has traversed so slowly and so painfully during many centuries. They should learn to use tools in construction, so they could be intelligent carpenters, masons, shoemakers, etc. The girls should be taught to cook and sew, etc. All work intelligently done is educative. We urge Mr. Coffin to agitate this matter, and have industrial schools founded.

## TWENTY CENTS OR EIGHTY CENTS AN HOUR?

Some paragraph-maker on the staff of the *Chicago Tribune* has been writing thus:

"The school year, deducting holidays, is only 39 weeks each of five days, and each day of five hours. That would make only 975 hours. But there are further holiday deductions to be made—Thanksgiving Day and the Friday which follows it, Good Friday, Washington's birthday, and Decoration Day. After a few years' service the school-marm is paid \$775 a year for work which does not call for intellectual ability of a high order. Patience and tact are the qualities most needed. She receives for every working hour 80 cents. This is far in excess of the average pay of men. The policeman receiving \$1,000 a year, and putting in his 3,365 hours a year, is paid at the rate of 29 cents an hour."

Whereupon a practical teacher very justly sends us these comments:

In determining the value of a teacher's services, or estimating the amount of work done, by the hours spent in the school-room, great ignorance is displayed. In my own school, I find it necessary to work from one to two hours every morning before school-time, preparing extra work for the day's use. During intermission I am busy helping pupils, and in the evening I have written work to look over and correct, and several educational papers to read (and foremost among them is THE JOURNAL). I select and mark the paragraphs that I can use to advantage on the morrow. Before I fairly realize it the evening is gone. Saturday finds the average teacher at work making out reports for the week. A recapitulation is made of the week's work, and plans formed for improving that of the future.

In order to keep up with the times, and be a source of live development to the pupils, it is absolutely necessary that the vacation months be spent in studying technicalities, methods, and minds. It is evident that the entire

time of a teacher must actively be employed. Then it is the fate of the progressive "school-marm" to work for \$775 during not less than 8,600 hours, lifting the lowly to a higher life, while the policeman is paid \$1,000 for 3,365 hours' work, clubbing the low into still lower depths of degradation! With the *Tribune* I say this is unjust—but to whom is the injustice?

Raise the standard, if you will, causing some to drop out and compelling others to work harder; pay, to this remainder, salaries in proportion to their work, and the time will soon come when you may reduce the ranks of your policemen, and with the surplus now expended in court proceedings, pay off the public debt.

Louisa, Ky.

W. C. GAYHART.

## NO SOUTHERN ASSOCIATION.

A Southern association is preposterous! However stubbornly our fathers may have fought for secession as a political measure, they have long ago accepted the settlement of the question, and we, their children, knowing the result of their mistaken policy, would be slow to repeat in an educational form, what proved a most disastrous experiment. We are bound together by other bonds, and stronger, too, than those of a common national government and a common flag. Our literature, our text-books, are the same. During the last thirty years the South has learned many things from the North, and I dare say the North has learned a few things from us.

But it is not alone the fear of disastrous results to our literary institutions that would deter us from educational secession. We do not want to be separated. We are one people, and have a common destiny.

It does seem to me that teachers, above all others, should be broad-minded, patriotic men—men who can read such cutting criticisms even as "Mrs. Canfield's letter" and not take it as representing the sentiments of the entire North, but attribute it rather to the weakness or narrowness of one little woman. Only broad-minded teachers can teach broad-mindedness to the rising generation.

Finally, allow me to say that I admire the spirit in which THE JOURNAL is conducted. It is always full of good things, and its ably-written editorials, if read by our teachers, will do much to promote broad-mindedness and brotherly love.

Fayette Corners, Tenn.

W. D. POWELL.

This has the true ring. We think the "Hanell secession" movement will be no movement at all. It surely will have no prominent educational men in it. State Supt. Newell, of Maryland, looked aghast when the matter was referred to. A number of letters have come to hand; all are like Mr. Powell's. We suggest to Mr. Hanell not to let Mrs. Canfield's letter disturb him. A thousand women will write him letters extolling the Sunny South. Listen to them.

## "LET US BE PATIENT."

Do not become impatient with the whims of educators. We shall always have some disturbing influences. There was Mrs. Canfield's letter that was exceedingly untimely; then came Mr. Hanell's circular proposing a Southern educational association—it certainly does smack of "educational secession," as you say. I have read the circular, and thought as you do, that it was an attempt to boom Morehead City, and laid it aside.

Wazahatchie, Tex.

ALEX. HOGG.

Prof. Hogg is always sound. Many letters show that our Southern brethren only want to improve the schools. No North, no South—only good schools.

COLORS.—Please inform me what to use in teaching colors to children. I want liquid colors.

LIZZIE S.

The liquid aniline colors that may be found at drug stores will serve your purpose nicely.

GEOGRAPHY AND GRAMMAR.—1. At what place or places on the earth is there neither latitude nor longitude?

2. What part of speech is "calm" in the sentence, "There is no joy but calm."

A SUBSCRIBER.

1. No latitude on the equator, no longitude on the meridian of Greenwich. No latitude and no longitude where the said meridian crosses the equator.

2. "But there is a calm"—noun.

MONTHS.—Is there any place in the United States where a calendar month is counted a scholastic month?

R. G.

Of course not. The working month is 26 days, or from one date to the same in the next month. The teachers' month is 30 days.

ARITHMETICAL PUZZLE.—I would like to see this problem explained in THE JOURNAL. If an article had cost 20 per cent. more the gain would have been 25 per cent. less. What was the gain per cent.?

H. A. J.

We do not do a nut-cracking business, but nevertheless reply. Suppose the article was bought first for \$1.00; and the second time \$1.20. Now the gain being 25 per cent. less this 20 cents will be one-fourth of the gain. Hence the gain was 80 cents: the gain per cent. was 80 per cent.

SCRAP-BOOK.—Please tell me where I can obtain "portfolio scrapbooks" and give price.

E. F. M.

E. L. Kellogg & Co., furnish them. The price is \$1.25 for the larger size.

## CURRENT TOPICS.

Under this head will be found a summary of important events, of discovery, of invention; quite a survey of the world—especially the civilized world. See also narrow columns.

BERLIN LABOR CONFERENCE.—The subjects that will be discussed at the international conference are the regulation of mine work, the shortening of the shifts in unhealthy mines, the regulation of the labor of women and children, etc. What mines are there in your state? Show some of miners' dangers.

FOREIGN CAPITAL IN MEXICO.—Belgium is following the lead of England, France, and Germany, and is investing money in Mexico. A company has been formed to work silver and copper mines in the state of Michoacan. How is silver mined?

CHICAGO IN LUCK.—Congress voted to hold the world's fair in Chicago. What event will this exhibition commemorate?

POLAR EXPLORATION.—Dr. Nansen, the explorer, in a lecture at Christiania, proposed to employ in polar exploration, a ship built for this purpose, and upon such a model that the ice-pinch would lift and not crush her. In such a ship he would proceed to Behring sea and the New Siberian islands, whence he thinks there is a current toward the North pole. Tell about the arctic seasons, and day and night.

EXTRADITION.—The United States senate ratified the British extradition treaty, by practically a unanimous vote. It does not apply retroactively, nor to political offenders. In what country do many criminals of the United States take refuge?

THE FRENCH LANGUAGE.—The Canadian house of commons, on the question of abolishing the use of French in the Northwest legislature, voted to refer the matter to a vote of the people of the Northwest. Why are there many French in Canada? Tell about Wolfe and Montcalm.

GUTENBERG CELEBRATION.—The printers in Germany are arranging to hold a grand festival in honor of the 450th anniversary of the birth of Gutenberg. How were books made before the invention of printing?

EMIN PASHA'S PLANS.—Emin Pasha has declined the Khedive's offer of the governorship of eastern Soudan, with his residence at Suakim. He is resolved to return to Wadella and reconquer that country for Germany. Where is Suakim? What province did Emin govern?

A POET HONORED.—The festival in honor of the seventieth anniversary of the birth of the poet Hermann von Lingg, at Munich, was attended by the leaders of German literature and art. The Order of the Crown of Bavaria was conferred on the poet, thereby elevating him to the rank of noblemen. What English poets have been made noblemen?

HOME RULE.—At a conference in London, of delegates of Scotch Home Rulers, and Liberals of South Wales, it was agreed to co-operate to obtain home rule for Scotland and Wales, subject to the supremacy of the imperial parliament. What is home rule? Tell about local self-government in the United States. What are its advantages.

RAVAGES OF WOLVES.—In Bessarabia a mail cart was attacked by wolves, and the postman with his horses were eaten up. Hunting parties have been organized for the destruction of the ravenous animals. Wolves have even invaded towns and villages. What animals are related to the wolf?

RUSSIAN BARBARITIES.—Some Russians mill owners, wishing to restrict production, discharged some of their workmen. Riots followed. During the darkness of night, fifty of the leaders were spirited away. It afterwards leaked out that they had been sent to the salt mines of Cracow, where they were scourged, starved, and ill-used till they sought death as a refuge from tyranny. For what are Russian prisoners sent to Siberia?

ELECTION IN HAWAII.—The returns give a good working majority to the national ticket, and the king's party is jubilant. Who is king of the Sandwich islands? What celebrated navigator lost his life there?

THE PAN-AMERICAN CONGRESS.—The congress has nearly completed its work. Before adjournment they will consider the question of customs, postal and cable communication, railways, patents, trade-marks, weights and measures, and the coinage of a common silver dollar, to be used in business dealings between citizens of the different countries. What countries are there in Central America? In South America?



## EDUCATIONAL NOTES.

THE Dr. Higbee memorial number of the *Pennsylvania School Journal*, which has just been received, is a remarkable one. It is twice the ordinary size, comprises eighty pages, and is filled from cover to cover—except a half dozen pages occupied by selections from Dr. Higbee's hymns, poems, etc.—with such tributes to the ability, learning, and influence of this remarkable man as make it something unique in our educational literature. Ex-Gov. Hoyt says Dr. Higbee was "the best all-round scholar in Pennsylvania." Judge Stewart says that he learned more from him than from any other man he has ever seen; Supt. Balliet, of Springfield, Massachusetts, that when he found Dr. Higbee, he felt as did Faraday on "finding" Sir Humphrey Davy. Dr. Kieffer says he was "an awakener of slumbering souls;" and so of the views of dozens of others.

In a private school in the upper part of this city there is a "Literary and Debating Society" of which the oldest member has passed only her eleventh year. The society is organized like any other; it has its president, its secretary, and its treasurer; its dues, fines, prizes; and its stated meetings and elections. At the regular Friday afternoon meeting one member re-tells (from notes) a chapter of American history read the week before. Others "move amendments" to her account, add suggestions, and actually engage in bitter (but decorous) debate. That the decorum is maintained is due in part to the presence of a teacher, but mainly to the positive genius of the little presiding officer, who bids fair to be a second Speaker Reed, and already dispenses parliamentary law with almost unerring impartiality and judgment. Once a month an election is held. At this meeting the teacher is not present, but it seems to be orderly, though there are always rival factions and candidates. The meetings close with a history reading and a song. The children enjoy them hugely, and they act as a great mind developer. Any historical point that is argued about, moreover, is never forgotten.

PRINCIPAL WALSH, of the Pittsfield high school, expelled six scholars, children of Roman Catholics, because they refused to study the subject of the Reformation in Myers' Medieval History. Mr. Walsh told these pupils that they need not study that portion of the book if their parents requested its omission. The parents refused and the suspension of the pupils followed. The school committee and Superintendent Day sustain the principal.

A school board settle upon a book; they have fixed rules for acting also. If the parents of pupils cannot conform, they must not expect their children to be kept in school. Some time ago a parent in Michigan sent word "he did not wish his son to study rhetoric; it was useless." The school board turned the boy out, and did right. We have no sympathy for Catholics or Protestants who will not abide by needful rules.

THE heaven is working. We find in a lay journal, the *Boston Transcript*, this good story and better moral: A little girl was reciting her lesson in conjugation:

"Verb, to love, indicative mood, present tense," called the teacher.

"I love, thou lovest, he or she loves," said the little girl.

"He, she, or it loves," prompted the preceptor.

"It can't love anything," pleaded the little girl.

And, the teacher suddenly struck with a new idea, only replied: "Go on."

And this idea, new to the teacher, but not to some others, was that grammar as taught by book is a humbug. Only very lately, to quote one instance from a myriad, did the grammars recognize that "you" is a singular pronoun, though it has been so used for three centuries, and "you are" and all similar phrases were parsed by their rules as second person plural.

THE teacher, the real teacher, is a minister to the needs of others—and he elects to minister to young persons. Now, a life rightly devoted to the needs of young persons will yield great results; that it yields so little is due to the (1) incapacity of the teacher (not every one is capable, or properly prepared), and (2) want of co-operation of parents.

The teacher often requires many years to know that he has proceeded wrongly all the time. "Once," said a teacher at an institute in New Jersey, "I had difficulty

in keeping order. I scolded, I punished, I complained to parents, but to little purpose. Now I know better. I have learned the nature of children. I find they, too, are desirous of order."

Then there is a misconception of education. It takes many years to learn that committing the text-book to memory is not education. Mr. E. C. Reeves seeing this declares that the young teacher should begin to teach in the primary school and use no text-book. In his experience, the best teachers have been primary teachers; but it must be noted that he allows no text-book to be used. A primary teacher leaning on a text-book would not necessarily be a good teacher.

How shall the want of co-operation of parents be overcome? There is but one answer and that is by good teaching. A teacher in Kansas writes: "I had a school of sixty pupils, a very poor school-house, plaster off the walls, nine panes of glass out of the windows, no fences, no trees, no outhouses. I interested the mothers to clean up, and fix up, and provide outhouses. Then I began to interest the children; we had rousing 'reception days' every month, and finally closed with an 'exhibition' that filled the church."

"At this I got the people to talking, and they decided on a new building, and in this I now am. It is a very pretty school-house, has a little steeple with a bell in it. There is a fence around the acre of ground, a well, a plank walk, and we have new desks."

Now she could not have done this if she had not taught that school so that the parents felt it would pay them to invest their money in a new house.

The graduates Mr. Page sent out from the first normal school in New York state, found school-houses so unfit for teaching that they wrote him complaining letters. Many a bright and beautiful girl thought the lot of the teacher put too heavy a cross on her shoulders. His invariable reply was, "Teach so well that they will build you a new house." And often he went before the school with a letter in his hands telling of the building of a new school-house.

The teacher must not let the indifference or coldness of parents discourage him. Those parents love their children; they will be interested just as soon as the teacher convinces them that education is the great thing it really is. Some men in this city found a box of silver in the street; they supposed it to be lead and threw it into a cellar. When they discovered its real character they were beside themselves with joy. So it will be when parents comprehend the value of education.

DR. MARTIN BREWER ANDERSON, president of the University of Rochester, from 1853 until 1890, died last week in Florida. He was a beloved and respected scholar, and a prolific contributor, upon scientific and historical subjects, to the current literature of his day. He was associate editor of Johnson's Encyclopedia, and discussed therein the subjects of ethnology, esthetics, philosophy, and Baptist church history.

THE negro is going to be educated. This is fore-ordained. His education may be delayed, but it cannot be stopped. Federal aid to education may not be given. As now proposed, it probably will not, but ignorance in this nation cannot live, and the nation live. We may try the experiment, but we shall fail. The remarks of Professor Lovett, of Alabama, at the recent superintendents' meeting, were to the point, and other remarks like his will be to the point, until the work shall be accomplished.

WHAT kind of an education does the negro need? In the three R's? Yes and no. He should be able to read, write, and cipher, but he needs to know *how to live*. He wants *ideals*—an ideal of a clean home, whole clothes, well cooked food, decent beds, good English, and morality. These he must have, and each state should see to it that he gets these. The ideal of a clean, white robe in heaven is good, but he wants just now clean white linen next to his body. The time that is demands his attention. Education for everybody means far more than R., R., R.

I FIND THE SCHOOL JOURNAL of inestimable value to me. It has served as a normal school course to me, since I went into teaching fresh from college, with no professional drill. I have long been a convert to the New Education, and am determined to further its advance among the green hills of this state.

Woodstock, Vt.

A. B. BISHOP.

## FOREIGN NOTES.

The widow's and orphan's fund of the Protestant teachers in Vienna amounts to 150,000 florins. The interest per year is 7,000 florins, and only 2,500 florins of that annual sum is used for pensions. Hence the members have resolved to increase the pensions to 600 florins for every widow and 120 florins for every orphan below 18 years of age. This increase will not quite use up the entire interest, and renewed efforts are expected to further increase the pensions. An Austrian florin is worth 48½ cents.

The provincial school authorities in Rhenish-Prussia, have decided to discourage the instruction of female hand-work, so far as it relates to embroidery, lace-making, etc., and advise teachers and principals to pay more attention to knitting, sewing, darning, and patching.

In Baden, Germany, the property of the Teachers' Union amounts to 100,000 marks. This union maintains a printing establishment (stock exclusively in the hands of the teachers), which yielded in addition to the regular annual dividend an extra dividend of 5 per cent. This was divided up among the Pestalozzi society for material support (2,741 marks), the widow's and orphan's fund (2,741 marks), and for temporary support of deserving teachers (3,400 marks). A mark is worth 25 cents.

In Magdeburg, Germany, it has been found necessary to decree that school children shall not be subpoenaed by justices of the peace in cases of complaint against a teacher, unless permission is granted from the government. The object is to strengthen the authority of the teacher, which had of late deteriorated through frivolous accusations and the prominence given to immature witnesses.

The seminary for teachers of manual training at Naas, Sweden, has given four courses during 1899. They were attended by 273 students, among whom were 116 women. Eighty-one of the students were foreigners—one from Ireland, Germany, Denmark, Chili, and Argentine each; two from Russia, Holland, and Iceland each; three from the United States; five from Scotland; six from Norway; nine from Finland; forty-seven from England.

While the English are openly approaching free education, the Scotch are unconsciously doing so. By the new code the payments from the government to the schools by the results of individual examination has practically disappeared, payments for average attendance replacing it. This is a long step in advance.

In the Ontario legislature a resolution granting \$160,000 for the restoration of the burned University of Toronto, passed its first stage and will probably become a law.

## NEW YORK CITY.

ON Monday evening, March 10, before the Academy of Political Science, at Columbia College, Mr. Henry Harmon Neill, of the editorial staff of THE SCHOOL JOURNAL, will read an essay upon the "French Colonization of the Mississippi Valley." The early history of Louisiana is a subject to which Mr. Neill has devoted several years of study.

THE trustees of the New York College for the Training of Teachers have established twelve free scholarships in the high school department of the college, for the benefit of graduates of the public grammar schools of the city of New York. Three scholarships are to be awarded each year upon the results of a competitive examination to be held in the month of June. Preference will be shown those who intend to be teachers.

THE New York association of normal school graduates met March 1, at No. 9 University Place. About fifty were present. An address was made by Prof. Amos M. Kellogg, editor of THE SCHOOL JOURNAL, on "The Obstacles and needed Steps of Progress." Prof. D. G. Eaton, ex-president of Packer Institute, said that it seemed to him more than ever before as if it might be possible to cause teaching to be recognized. Principal Charles Abbott, of Brooklyn, said the members must recognize the fact that much labor must be done, and that the present members would not get the benefit of it; they must labor for the good of others, as the teacher always did.

Mr. Hendrickson wanted an immediate application made to the legislature to compel all cities in the state to recognize the diplomas of the normal schools of the state. Referred to the committee on legislation. Mr. C. J. Marjory read several letters approving of the objects of the association.

A PLEASANT evening reception was held at the house of Dr. W. J. Stewart, in West Twenty-third street, on February 28. Music and recitations were the features of the evening. Among those present who assisted to entertain the company were Mrs. Tyler Dutton, Miss Blanche Woodhouse, Mr. W. R. Squire, Mrs. and Miss Bordman, Miss Edith Woodhouse, and Miss Florence Ellingsworth.

Biliousness, bad taste in the mouth, headache, and dizziness are cured by Hood's Sarsaparilla.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE CENTURY DICTIONARY.** An Encyclopedic Lexicon of the English language. Prepared under the superintendence of William Dwight Whitney, Ph.D. New York: The Century Company. In six volumes. Vol. II. Royal 4to. 1,230 pp.

The second of these superb volumes but emphasizes the impression conveyed by the first, that nothing that art could do has been left undone in furnishing a proper dressing for the best collection of words yet made. It is the art of the volume—the type, the illustrations, the binding, the spacing, make-up—that impresses one most forcibly at first glance. The use of type is such that every distinction of sense appeals to the eye almost instantly; a very important matter in a work like this. Without any appearance of crowding, too, the use of very clear type has enabled the makers to get a great deal of matter into a page. The size of the volumes is a sufficient guide to the extent of the work. It is not possible to give any definite idea of its scope. Figures in the hundreds of thousands do not appeal to the ordinary mind. But some impression of the thoroughness of treatment may be gained from this list of words, beginning with the letter *D*, concerning each of which enough is written to fill a page or more of *THE SCHOOL JOURNAL*: Day, devil, die, division, do, dock, dog, double, down, draft, draw, drill, drive, drop, duck. Criticism of such a work is absurd in the space at our command, nor does it deserve any criticism in the usual sense. That the work contains errors is of course. Yet we have noticed only one of any moment—the pronunciation of depot with *e* as in met or as in mete. Either form, we believe, is wrong; the latter (*deppo*), is an absurdity that should be reprimanded, while the former (*deppo*), is neither good French nor good English. *Deppo*, to be sure, is not quite good French either; but the long *a* is the nearest we can come to the French sound—is certainly nearer than the short *e*. The most unreligious of modern thinkers believe in a "Power (not ourselves) that makes for righteousness." In matters of pronunciation there is no such power. The Devil has full sway here; his only enemies are the careful speaker and the dictionary. It seems to us that the *Century* people have shown him the white feather. Thus their table of sounds: "A double dot under a vowel in an unaccented syllable, indicates that, even in the mouths (*etc*) of the best speakers, its sound is variable to, and in ordinary utterance actually becomes, the short *u*-sound of but, pun, etc." This is, we believe, derived from Worcester; it is, nevertheless, a lowering of the standard. Thus we find "delineament" pronounced as if spelled "delineumunt"; yet we doubt if it ever so lost its birthright in the mouths of the best speakers. Does the *Century* editor believe that this verse is an ornament to an otherwise exquisite poem?

So, with an equal splendor,  
The morning sun-rays fall,  
With a touch, impartially tender,  
On the blossoms blooming for all.

We are glad to see that in this dictionary no countenance is given to the pronunciations "dinnamite" and "dessert." Another good point is that useless hyphens are omitted, as in conaminee, cotangent, deodorize, deoxidize, etc. The intention of the authors is to represent the language as it is (and has been), not as it should be. That they are making a work that every literary worker will find useful and almost necessary, we have no possible doubt; and we gladly join in the chorus of praise that greets each new volume that they put forth. The work is a monument to the learning and the arts of America—the noblest monument imaginable.

**WILLIAM CULLEN BRYANT.** By John Bigelow. American Men of Letters Series. Boston and New York: Houghton, Mifflin & Co. 1890. 12mo. 356 pp. \$1.25.

That an active, restless politician and journalist like Mr. Bigelow should give up the later years of a busy, but happily extended, life to producing volumes of the purest and best literature, is one of the encouragements that keep up the ideals and hope of an army of younger men. The type of journalism that has given us William Cullen Bryant and his two biographers, is surely one that may safely be followed by any one, without fear of the degrading influence of that more modern type of "journalism" that the successors of these editors have distinguished by the use of quotation marks, from the higher kind. "Journalism" Mr. Bryant would have abhorred; yet as a journalist he was truly great, perhaps greater than as a poet, heresy though it seem to say this. But the fact is not surprising. Dr. Coan has pointed out that every literary worker should devote a portion of his time to verse-making, for the mere sake of the practice thus to be obtained in the choice of language; and that Bryant was born a poet simply signifies that the word-drilling needed by most editors he never had to undergo. To a command of pure Saxon English that was marvelous for one so learned in other languages, Bryant added a passionate love for all that would produce the greatest good to the greatest number; this was equipment enough for any journalist. Mr. Bigelow's pages should prove especially interesting to all lovers of literature, and to all New Yorkers. We are amused to find Bryant writing, in 1836, to his brother John, these words: "I have not been much pleased, since my return, with New York. The entire thoughts of the inhabitants seem to be given up to the acquisition of wealth; nothing else is talked of. The city is dirtier and noisier, and more uncomfortable, and dearer to live in than it ever was before." This little gem is worth quoting also; it was addressed to a young writer: "I observe that you have used several French expressions in your letter. I think if you will study the English language, that you will find it capable of expressing all the ideas you may have. I have always found it so, and in all that I have written I do not recall an instance where I was tempted to use a foreign word but that, on searching, I have found a better one in my own language. Be simple, unaffected; be honest in your speaking and writing. Never use a long word where a short one will do as well. Call a spade by its name, not a well-known oblong instrument of manual labor; let a home be a home, and not a residence, a place, not a locality; and so on of the rest. When a short word will do, you will always lose by a long one." We hope to see more from the pen of Mr. Bigelow. This volume is good, and solid, and honest. A criticism, however, we should have to make upon the appendices, which seem unimportant, and of the

nature of padding; but we are estopped by finding a passage in one of them, written by Bryant in 1851, nearly forty years ago, that tells of a condition of affairs, in 1837 (over fifty years ago), that might well have been written yesterday about the condition of last week. We have not space to quote it; but it will be found on pages 835-6, and, in historical interest, is "alone worth the price of the book." It serves, at any rate, as an ample excuse for the "padding" of which it is part.

**A GERMAN READER FOR BEGINNERS.** By Edward S. Joynes, M.A. Boston: D. C. Heath & Co. 12mo. 280 pp. \$1.00.

Beginning with interlinear translations of simple proverbs and verses, this reader carries one by fairly graded steps to moderately difficult German. Fortunately, the interlinear work only covers a dozen pages, for it is not the best part of the book. A word for which a translation is so easily supplied is, in our opinion, forgotten as easily; certainly the twenty rules that are made to depend upon so little experience, or reading-matter, will hardly be remembered. Mr. Joynes has got himself out of the conventional in the remainder of his work, and it is a pity that he shows its influence at the beginning. Either this is a "grammar," or it is a "reader." If the former, each "rule" should be illustrated by several pages of text, and then the book should be burned; if the latter, these "rules," accurate and correct though they be, would better be omitted. Further on the plan is good and the execution apparently careful. The selections are better than usual, and a distinct gain is in having some Roman text mingled with the German, as well as some German script towards the end. A foreigner must be able to read German script, but he need never write it. One of the most criminal mistakes of many modern text-books is in disgusting the pupil at the outset with a mournful series of exercises in a script that is useless to him. Hence the advantage, as here, of learning to read this conglomeration of horrors after the language that it disfigures has become attractive to the learner. The notes here seem good, with only a trifle too much of formal grammar; the vocabulary lacks the word *Falle*, which should be included in a later edition. There is a useful list of irregular verbs.

**THOMAS JEFFERSON'S VIEWS ON PUBLIC EDUCATION.** By John C. Henderson. New York: G. P. Putnam's Sons. Large 12mo. 400 pp. Price, \$1.75.

The author of this treatise lacks the power of concentration. He has a great subject; he has the opportunity of treating it in a great manner; and, we fear, he sets out so to treat it. Instead of writing a brief and trenchant essay, which should give an ordered resume of Jefferson's comments upon the question of education, he has produced a big volume, in which some really good extracts from Jefferson's writings have served only as connecting links between a great many pages of matter that is quite distantly apposite. The first chapter, for instance, points the moral that a people is not fit for self-government so long as it is subject to priestcraft and ignorance; but it requires a careful and deductive reading to discover this moral in the disjointed quotations or the incongruous comments. So in the second chapter; Jefferson's connection with the University of Virginia points very clearly to his firm belief that "A state needs a university." But of what importance is the present author's life of Morse, here intended to show that Jefferson was right? The author well says that "It is not necessary to rise dwell upon the services rendered to the people of the United States by the first telegraph line." Yet there are twenty-five pages devoted to Morse, of whom Jefferson never heard. It must be said, too, that Mr. Henderson is evidently not a practiced writer. His punctuation is atrocious, his rhetoric not very good (e. g. "to here dwell," above), and his paragraphing unskillful, a single division sometimes running into the third page or more. Yet there is an immense amount of meat in the volume, and for this meat its studious author deserves a wide popularity. He has given us many of the best sayings of a great man in a logical sequence, and with indubitable honesty. His experience once equal to his ability of research, and future volumes from his pen will be most highly valued.

**LEGENDS OF ANCIENT ROME, FROM LIVY.** Adapted and edited, with notes, etc., by Herbert Wilkinson, M.A. London and New York: Macmillan & Co. 1890. 82mo. 40 cents.

Another good number of the series of elementary classics in vest-pocket form. The Latin is extremely simple, of course, and needs but little annotation; but the exercises for re-translation fill the space usually allotted to notes. These exercises are capital. A vocabulary is given, and the text somewhat mutilated for the sake of gaining simplicity. We have not examined the alterations.

**HOW TO PRESERVE HEALTH.** By Louis Barkan, M.D. New York: Exchange Printing Company. 12mo. Paper, 344 pp.

A hand-book for lay instruction in the art of keeping good health. The first part concerns the prevention of disease, the second the care of the sick. It seems a good book to have at hand, and to read occasionally. Most persons neglect their health in one way or another; but most persons, as Carlyle said, are fools. This book is meant to remove one kind of foolishness.

**HEALTH NOTES FOR STUDENTS.** By Bert G. Wilder, M.D. Second edition, enlarged. New York: G. P. Putnam's Sons. In vest-pocket form, 15 cents.

It is almost a comfort to find that "this work, or its equivalent, is required for admission to Cornell University," for a knowledge of even "the usual examination percentage" of what it contains, will surely keep some of the students in the lines that lead to good health. It is a little book that might well be in every school-room.

## REPORTS.

**THE THIRTY-SIXTH ANNUAL REPORT OF THE STATE COMMISSIONER OF COMMON SCHOOLS (Ohio),** from the pen of Hon. John Hancock, states that the recent compulsory education legislation is being vigorously supported by the people, and is successful. Its extension from the age of fourteen to seventeen is advised. The great impolicy of employing teachers year by year, instead of for longer terms, is pointed out. The presence of one hundred and seventy examining boards, implying one hundred and seventy standards, is not considered an unmixed evil; educational advancement differs so widely in different localities. But the matter seems to be in chaotic condition. Training teachers, acc-

inations, school year, and visits are other subjects discussed. The establishment of the Toledo manual training school is greeted with curiosity and approbation. It is the first in the state. The absence of normal schools is bewailed.

**THE SIXTH ANNUAL REPORT OF THE SCHOOL COMMITTEE (Northampton, Mass.),** submitted by Alvin S. Pease, shows a school year of forty weeks, an average attendance of ninety-three per cent., and a fairly good condition of affairs, creating some pride, and stimulating the indispensable desire to do better. The rapid alterations in the corps of instructors are justly considered injurious. It seems that neighboring villages draw away the Northampton teachers by offering superior inducements. The very natural remedy is an increase of salaries, which is urged. In an appendix to this report we note a list of books collected for circulation among teachers. They are fifty-nine in number, and are much used. They constitute a good foundation for a pedagogical library.

**THE ANNUAL REPORT OF THE SANDUSKY PUBLIC SCHOOLS, H. A. Balcum,** superintendent, is technically and statistically complete and exhaustive.

## MAGAZINES.

The *Arena* for March continues the discussion of great religious questions in the paper by the Rev. Geo. B. Cheever, D.D., the veteran orthodox minister, on "God's Voucher for the Verbal Infallibility of His Word and Man's Destiny through Eternity." Modjeska describes her debuts in San Francisco and London. W. H. Murray begins a beautiful Canadian idyl, or Indian legend, of the northern tribes, entitled, "Unwaga."

In the *New York Ledger* of March 1, Prof. John Henry Comstock begins a series of six articles on the study of insects. Herbert Ward, the African explorer, in collaboration with D. D. Bidwell, contributes the first of a series of valuable and entertaining articles descriptive of a canoe journey of 2,500 miles on the Upper Congo.

Captain Charles King contributes the complete novel to *Lippincott's* for March. In it are introduced some vivid descriptions of Indian fighting. The third part of Nathaniel Hawthorne's "Elxir of Life" appears in this number. W. H. Stacpoole, the novelist, points out how old matter might be worked up into new books. William McGeorge, Jr., writes of "Western Mortgages."

Major Powell, director of the geological survey, begins in the *March Century* a series of three papers, illustrated with maps, on the subject of irrigation. His first paper will be entitled, "The Irrigable Lands of the Arid Region." Professor Fisher closes his very timely series of religious papers, the last one being entitled, "Revelation and Faith." These papers have a direct bearing upon the discussions now in progress on creed revision. The same issue contains the most striking series of Jefferson portraits that have yet appeared in his autobiographical work. Professor Wood, of Philadelphia, has a paper on "Memory."

In the *Phrenological Journal* for February are sketches of Sir J. W. Dawson, principal of McGill University, and Sarah Orne Jewett, the writer. Mrs. C. Fowler Wells begins a semi-autobiographical sketches with a review of Dr. Francis Joseph Gall.

Prof. Schele de Vere, of the University of Virginia, gives many curious historical facts in his article in the *National Magazine* for March on "How we Write." Rev. J. C. Quinn writes of "Biblical Literature," and Chancellor F. W. Harkins, of the National Circulating Library, contributes a paper.

In the *March North American Review* Senator J. S. Morrill continues the tariff discussion opened in a previous number by Mr. Gladstone. Justin McCarthy has something to say about "Coming Men in England," and George Westinghouse, Jr., about "Sir Wm. Thompson and Electric Lighting." Col. Ingersoll in a second article explains "Why I am an Agnostic." A daughter of Brigham Young writes of "Family Life Among the Mormons." "Looking Backward Again" contains some reflections by Edward Bellamy, the expounder of the nationalist school of thinkers. Messrs. Carlisle and Reed have something to say about "The Limitations of the Speakership." There are notes and comments by P. T. Barnum, John M. Holcombe, W. H. Hunter, and William Matthews.

The article in the *March Atlantic* on "The Trial, Opinions, and Death of Giordano Bruno," by William R. Thayer, will be read by thinkers with a great deal of interest. Charles Worcester Clark discusses a well worn question on "Woman Suffrage, Pro and Con," presenting it from an impartial viewpoint. Among the other articles are "Loitering Through the Paris Exposition," "Over the Teacups," by Oliver Wendell Holmes; "Dangers from Electricity," by John Trowbridge; "Tennyson's New Poems," several serials, etc.

The latest number of the *Modern Science Essayist* concerns "The Growth of the Marriage Relation." It takes up the development of monogamy, through the various stages of polygamy and polyandry. The author of the essay is C. Staniland Wake. A valuable feature is the brief list of collateral readings suggested.

## ANNOUNCEMENTS.

HOUGHTON, MIFFLIN & Co.'s recently published book, "The North Shore Watch, and Other Poems," by George E. Woodberry, will be welcomed by lovers of poetry.

GINN & Co. call the attention of teachers to their series of books, including Stickney's Readers, Classics for Children, The Whitney and Knox series in language, Wentworth's arithmetics, and the National Music Course.

THE CATHOLIC PUBLICATION SOCIETY COMPANY publish "Flowers from the Kindergarten," translated from the German of Father Frans Hattler, S.J., by T. J. Livesey.

THE SCRIBNERS issue a revised and enlarged edition of Dr James McCosh's "Religious Aspect of Evolution," originally published some years ago.

CASELL & Co. issue "Two Voices," two psychological studies by Henry Harland, who has hitherto written under the pseudonym of "Sidney Luska."

FUNK & WAGNALLS issue a book, "Ten Commandments in the Nineteenth Century," in which the Rev. F. S. Schenck asserts the miraculous character of the Decalogue, and insists that its provisions are still in full force, and must continue to be a divine law for all time.

G. W. DILLINGHAM introduces a young author to the public, Miss Susie M. Best, whose book is entitled "The Fallen Pillar Saint, and Other Poems."

A. D. F. RANDOLPH & Co. bring out "The Old Missionary," by Sir William Wilson Hunter, a lifelike sketch of a man who, after a wild youth, settled among the hill tribes of India, and devoted a lifetime to the task of Christianizing the natives.

HARPER & BROS.' publication, "The Splendid Spur," is a novel of incessant and intense action, which carries us into the turbulent times of 1642-43, when Charles I. held the City of Oxford with the royalist army.

HUBBARD BROTHERS, of Philadelphia, issue a book with a title ("Athletic Sports in America, England, and Australia") that will recommend it to a great many readers.

CHARLES SCRIBNER'S SONS have acquired from Henry M. Stanley all the American rights for his personal narrative of the expedition for the relief of Emin Pasha. Prior to the appearance of the complete work, *Scribner's Magazine* will publish an article upon his last journey, by Mr. Stanley.



# TOOLS FOR THE SCHOOL ROOM.

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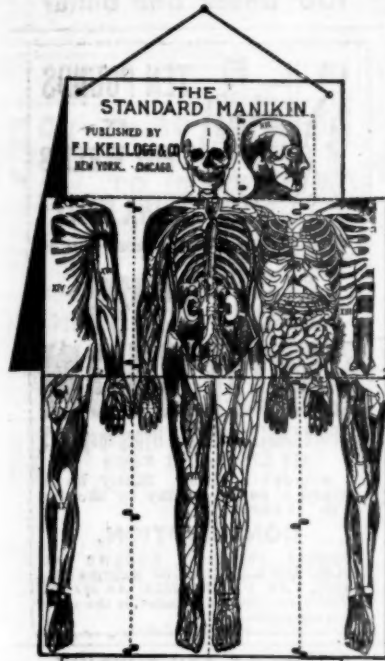
The great objection to them was that they were clumsy to handle, and only a few schools, although acknowledging their great benefit as aids in teaching physiology and hygiene, were able to purchase because of their high price. Most of the above have the serious fault of containing too much material for study—that is, too much for pupils of average grades, and thus tend to confusion.

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The figure itself is nearly three feet long (to be exact, 34 inches). When the cap is opened it gives two views of the muscular system of the entire figure. On one side of the body is shown the exterior muscles, while on the other, the second layer. Examination shows how one set overlays the other, and the course of the great blood vessels. The position of a knotted bandage on both arm and leg to prevent bleeding to death in case one of the great arteries is severed, is clearly shown.

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Besides these there are two plates of the brain, affected with alcohol; one side view of brain with principal nerves; two dissections of the heart; and one view of trachea, affected by cigarette smoking.

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The attention of progressive teachers is invited to five valuable new books, to be published in July. These are Hobbs' Academic and High School Arithmetic, containing more than a thousand questions recently used in the examinations for admission into the leading colleges of the country. Common Sense Arithmetic, part II., for grammar grades. The Graphic

Drawing Books, Nos. 5 and 6, and Greene's Language Half Blank. These are all published by A. Lovell & Co., 3 E. 14th street, New York.

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Boston teachers—and those of the North-West who wish to do business in Boston or that vicinity, are reminded that the Bridge Teachers' Agency of 110 Tremont street, studio building, Boston, and 21 W. 5th street, St. Paul, Minn., recommend good teachers to school officers, and

secures good places for successful teachers.

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Among the school books that teachers are talking about are, Daniell's Latin Prose Composition, Part II., based on four Orations of Cicero; Miss Cleveland's Second Term in Reading; and Psychology, for schools, academies, and colleges, by G. M. Steeie, D. D., Principal of Wilbraham Academy. These books are from the press of Messrs. Leach, Shewell & Sanborn, publishers, 34 Harrison avenue, Extension, Boston.

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**The Greek Gods.**—The Greeks believed their gods to be of the same shape and form as themselves, but of far greater beauty, strength, and dignity. The gods were not capable of death, but they might be wounded or otherwise injured. Their food was Ambrosia and their drink Nectar, and they often partook of the food and hospitality of men.

**The Oracles.**—Knowledge of the future was sought by the Greeks from the oracles, whose predictions were interpreted to the people by priests specially appointed for the purpose. One month in the year was set apart in which to consult the oracle of Apollo at Delphi.

**Soothsayers.**—In addition to the manifestation of the will of the gods by means of oracles, the Greeks also believed that certain men, called soothsayers, were gifted with the power of foretelling future events from dreams, from observing the flight of birds, the entrails of sacrificed animals, and the direction of flames and smoke from the altar. The Roman soothsayers were called augurs.

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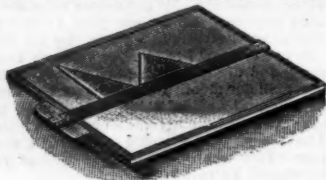
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